ED 416 303 AA 001 294

Resources in Education (RIE). Volume 33, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 416 304 CE 075 168

Maruatona, Tonic
Reflections on Freirean Pedagogy and the Transformation of Rural Botswana.
PUB DATE- 96
NOTE- 14p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 171, 173, 180, 183, 191 and CS 012 996, CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Educators; *Adult Literacy; Community Development; Developing Nations; Economic Development; Educational Benefits; Educational Change; Educational Needs; Educational Principles; Educational Theories; Foreign Countries; National Programs; *Role of Education; Rural Areas; *Rural Education; *Social Change; *Student Empowerment; Teacher Role
IDENTIFIERS- *Botswana; *Freire (Paulo)

Despite Botswana's commitment to the ideals of democracy and equity, abject and relative poverty are widespread among the country's rural populace. Since Botswana's independence, its rates of poverty, unemployment, and illiteracy have increased. The situation necessitates fundamental changes in the lives of Botswana's rural residents. Such change can be achieved by adopting the Freirean method for Botswana's National Literacy Program. Botswana's present literacy practice does not

ED 416 322 CE 075 685

Strader, J. Kelly; Baker, Clora Mae
A Comparison of Ten-Key and Top Row Numeric Entry.
PUB DATE- 97
NOTE- 5p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *Business Skills; Community Colleges; *Keyboarding (Data Entry); *Office Machines; Two Year Colleges

A study sought to determine the change in speed and accuracy after 5 hours of practice on a standardized test for 10-key numeric entry at the community college level. Specifically it sought to determine how much speed and accuracy will increase or decrease after 5 hours of practice on a 10-key numeric entry test as compared to top-row numeric entry using the same test. The study involved four classes of numeric keyboarding at a community college. Test scores collected at the end of each semester showed the following: (1) 10-key numeric entry is the fastest and most accurate method of input; (2) students using 10-key had a higher rate of improvement than students using top-row numeric entry. The study recommended that students continue to practice to improve their grade in either 10-key or top-row numeric entry, with records kept so students and instructors can easily track progress. (KC)

ED 416 323 CE 075 690

Florida's Work-Based Learning and Child Labor Law. Resource Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Labor; Citations (References); *Education Work Relationship; *Federal Legislation; *Labor Legislation; Minimum Wage; Resources; Secondary Education; *State Legislation
IDENTIFIERS- *Florida; School to Work Opportunities Act 1994

This guide was developed to address issues related to work-based learning experiences at an employer's worksite and to explain when and how federal and state (Florida) labor laws and minimum wage provisions apply. It includes the following documents: "Definitions of Terms--Work Based Learning" (Institute for Workforce Competitiveness); "School-to-Work (STW) Opportunities, the Fair Labor Standards Act, and the Florida Child Labor Law: A Guide to Work-Based Learning, Federal and State Child Labor Laws, and Minimum Wage Provisions" (Florida Department of Labor and Employment Security); and "STW Training and Student Learner Exemption Agreements." It presents annotations of six materials with availability information. Materials for the bibliography were selected from a search of the ERIC (Educational Resources Information Center) database on DIALOG, the World Wide Web, Florida Department of Labor and Employment Security, and Florida STW Clearinghouse databases. Also included is a list of federal and state contacts. (KC)

ED 416 342 CE 075 762

Kissam, Ed; Dorsey, Holda
Support Systems for Injured Workers. Tierra de Oportunidad Module 5. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 28p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accidents; *Adult Basic Education; Adult Literacy; *English (Second Language); *Functional Literacy; Injuries; Integrated Curriculum; Learning Modules; Lesson Plans; *Literacy Education; Occupational Diseases; Problem Solving; Records (Forms); Safety Education; Services; *State Programs; Systems Approach; *Workers Compensation
IDENTIFIERS- *California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on support systems for injured workers. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points regarding on-the-job injuries, Workers' Compensation, on-the-job illness, and serious or permanent disability); sample learning activities; list of print resources and commercial ESL textbooks; sample lesson plan; transparency masters; learning activities and student handouts; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: interpret information about support systems; list sequential steps in applying for support; compare and contrast various support systems; and complete an application for state disability insurance. Included in the lesson plan are the following: objectives, description of the module's target audience and context, room setup guidelines, list of items needed and media used, and detailed instructions for conducting the lesson. (MN)

ED 416 343 CE 075 763

Kissam, Ed; Dorsey, Holda
Access to Adult Learning Opportunities. Tierra de Oportunidad Module 6. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 27p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; *Adult Basic Education; Adult Literacy; Educational Media; Educational Needs; *Educational Opportunities; *English (Second Language); *Functional Literacy; Integrated Curriculum; Learning Modules; Lesson Plans; Lifelong Learning; *Literacy Education; Needs Assessment
IDENTIFIERS- *California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-

ED 416 362 CE 075 782

Kissam, Ed; Dorsey, Holda
Career Advancement. Tierra de Oportunidad Module 25. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 26p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; Career Choice; *Career Development; Career Education; Career Ladders; *Career Planning; English (Second Language); *Goal Orientation; Immigrants; Learning Modules; Lesson Plans; Literacy Education
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses career advancement. It is designed to provide a framework for thinking about career advancement in terms of three kinds of trajectories: education-based, vertical, and horizontal; a set of issues which class participants should think about in managing career advancement; and some ideas about self-assessment and information gathering. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: identify employment goal; analyze skills required for employment goal; identify other jobs with similar skills; locate One-Stop Career Center; research steps to reach employment goal; and prepare Plan of Action. (YLB)

ED 416 363 CE 075 783

Kissam, Ed; Dorsey, Holda
Women in Non Traditional Occupations. Tierra de Oportunidad Module 26. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 26p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; Career Education; *Career Exploration; English (Second Language); *Females; Immigrants; Job Skills; Learning Modules; Lesson Plans; Literacy Education; *Nontraditional Occupations; *Occupational Information; Vocational Interests
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-

ED 416 382 CE 075 852

Lee, Lung-Sheng
Four Little Dragons' Technology Education.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Conference of the International Technology Education Association (60th, Fort Worth, TX, March 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Practices; *Educational Trends; Foreign Countries; Information Technology; *National Curriculum; Program Implementation; Secondary Education; *Technology Education
IDENTIFIERS- *Asia (Southeast); Hong Kong; Singapore; South Korea; Taiwan

Secondary-level technology programs in Hong Kong, Singapore, South Korea, and Taiwan (also known as the "Four Little Dragons") were compared by using a methodology incorporating four stages: description, interpretation, juxtaposition, and comparison. It was discovered that, in all four countries, technology education is required for all students in the lower secondary grades (grades 7-9) and offered on an elective basis to students in the upper secondary grades (grades 10-12). A trend toward increasing incorporation of information technology into technology education was noted in all four countries. Emphasis on higher-order thinking skills and the role of problem solving in the design process also appeared to be increasing in all four countries. Among the common problems faced by all four countries in the implementation of technology education were the following: lack of qualified teachers and adequate equipment; insufficient financial support and teaching hours; and out-of-date curricula. More dialogue among technology educators from Hong Kong, Singapore, South Korea, and Taiwan is necessary. All four countries' chances of fostering technology education are good provided they engage in ongoing and systematic curriculum development and effective professional supervision. (MN)

ED 416 383 CE 075 853

Boesel, David; Alsalam, Nabeel; Smith, Thomas M.
Educational and Labor Market Performance of GED Recipients. Research Synthesis.
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Educational Attainment; *Employment Patterns; *Equivalency Tests; Followup Studies; *High School Equivalency Programs; Literature Reviews; National Surveys; *Outcomes of Education; State Surveys; Synthesis; Tables (Data); Test Norms; Test Reliability; *Test Use; Test Validity; Trend Analysis
IDENTIFIERS- *General Educational Development Tests

In 1995, nearly three-quarters of a million high school dropouts, age 16 and above, took the General Educational Development (GED) tests in pursuit of alternative secondary certification. The GED performs the following functions: stimulate human capital investment; measure and assess cognitive skills;

ED 416 401 CE 075 887

Goodman, Jane; Schultz, Kim; Wruck, Helen
Adult Career Counseling Center, Fourteenth Annual Report, September 1996-June 1997. Computer-Assisted Career Guidance Systems and Career Counseling Services.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; Adult Programs; *Career Counseling; Case Studies; Client Characteristics (Human Services); *Computer Oriented Programs; Computer Uses in Education; Marketing; Material Development; Participant Satisfaction; Program Development; *Program Implementation; Public Relations
IDENTIFIERS- *Oakland University MI

In 1996-97, the Adult Career Counseling Center (ACCC) at Oakland University in Rochester, Michigan, enhanced its operation by doing the following: implementing a new computer system to network various software packages; creating and implementing a computerized system to maintain ACCC client records and usage statistics; developing an ACCC policy and procedures manual to provide continuity and guidance for new ACCC advisors; providing a more comprehensive service; developing a disclosure statement to foster better client understanding of the ACCC's services; and redesigning the inservice training for practicum students. During 1996-97, the ACCC served 492 clients (331 community clients and 161 practicum or careers class counseling students). Clients' reasons for visiting the ACCC were as follows: career search, 58%; inservice, 31.6%; job information, 28.5%; decision making, 17.7%; values clarification, 9.5%; resume assistance, 7.5%; and academic information, 6.0%. Client ratings of the ACCC's computer information system were as follows: extremely helpful, 74%; helpful, 22%; and somewhat helpful, 4%. (Twelve graphs are included. Appended are the following: ACCC disclosure statement; description of DISCOVER and SIGI System of Interactive Guidance and Information Plus; auxiliary grant-supported services; brief report of the Pontiac ACCC; ACCC brochure; and description of career counseling resources at Oakland University.) (MN)

ED 416 402 CE 075 888

Kasworm, Carol E.
The Agony and the Ecstasy of Adult Learning: Faculty Learning Computer Technology. What Lessons Can We Learn from These Experiences?
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Cincinnati, OH, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Educators; *Adult Learning; *Computer Literacy; Educational Attitudes; Higher Education; *Inservice Teacher Education; *Learning Experience; Learning Motivation; Learning Processes; State Universities; *Teacher Attitudes

ED 416 419 CE 075 973

Prescott, Carolyn A.; Edling, Walter H.; Loring, Ruth
Education and Work: Toward an Integrated Curriculum Framework. A Report on the Integrated System for Workforce Education Curricula Project. Revised.
PUB DATE- 96
NOTE- 41p.; Revision of ED 396 095.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Articulation (Education); Change Strategies; *Curriculum Development; *Education Work Relationship; *Educational Change; *Experiential Learning; *Integrated Curriculum; Postsecondary Education; Secondary Education

The Integrated System for Workforce Education Curricula (ISWEC) project is designed to integrate academic and vocational education in a curriculum framework for grades 9-14. Pedagogical advantages to integration include the following: humans learn by connection-making, students can apply their knowledge and skills to new and unfamiliar situations, duplication of educational effort is reduced, and commonalities among academic disciplines and work force requirements are identified. ISWEC's goal is development of a comprehensive, integrated framework in which three kinds of standards are located: academic, work force, and employability. Its structure allows for incremental change from a traditional approach to design of the curriculum structure to a major redesign. Steps to an ISWEC structure are as follows: use of contextualized materials within traditionally structured courses; reallocation of instructional time for project-based learning; worksite learning; incorporation of more effective assessment structures; reorganization of curricula around career clusters and majors; development of new instructional sequences to promote higher-order thinking skills; major redesign of time schedule structures for the school; and major redesign of the curriculum structures. The ISWEC will provide the basis for organizing curriculum into one or more of several structures. For example, a cluster level Integrated Curriculum Standard (ICS) could be integrated into a larger curriculum in several ways. It could be: infused into a conventional English course; used as a bridge between two existing courses; or used as a basis for a minicourse. Appendices contain sample integrated curriculum standards, and steps toward integration using workforce, academic, and occupational standards. (Contains 13 endnotes.) (YLB)

ED 416 420 CE 075 982

Reimer, Judy
Transition Academy: An Alternative School-to-Work High School Curriculum.
PUB DATE- 97
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Career Academies; Career Development; Career Education; *Competency Based Education; *Disabilities; *Education Work Relationship; Employment

ED 416 438 CS 012 991

McCallum, Richard D.; McGrath, Owen G.; Rusch, Jeffrey B.
Instructional Applications of Internet Technology: Teacher Training in the Language and Literacy MOO.
PUB DATE- 98
NOTE- 22p.; "Reading Online" is a purely electronic journal. It is published by the International Reading Association and made available via the IRA web site (cited below). The journal is published "continuously" and does not use volume or issue/number designations.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Mediated Communication; *Educational Technology; Elementary Education; Higher Education; *Internet; Language Arts; Program Descriptions; *Role Playing; *Teacher Education
IDENTIFIERS- *MOOs; *Technology Integration; University of California Berkeley

This paper describes an application of MOOs (meeting places for role-playing on the Internet) in the Advanced Reading and Language Literacy Program (ARLLP) at the University of California, Berkeley, and considers how the project has changed thinking about technology and its role in teacher education programs. The paper describes an ongoing pilot project, begun in the Spring of 1996, which explores how new Internet-based communication environments like the World Wide Web and MOOs can be used to further the objectives of teacher education programs. The project centers around the creation in cyberspace of "Graceland Elementary School" and an open house where community members can visit rooms created by ARLLP students. These rooms reflect students' ideal literacy classrooms. The paper provides examples of the characters involved, the rooms themselves, and the actual dialogue during the open house. Other issues, including technical requirements and training, are also presented. The project convinced developers that the main focus of instruction in technology should be in terms of the Internet and applications such as MOOs, and that drill and practice software should play only a minor role in instruction. Contains 22 references. (RS)

ED 416 439 CS 012 992

Tierney, Robert J.; Kieffer, Ron; Whalin, Kathleen; Desai, Laurie; Moss, Antonia Gale; Harris, Jo Ellen; Hopper, John
Assessing the Impact of Hypertext on Learners' Architecture of Literacy Learning Spaces in Different Disciplines: Follow-Up Studies.
PUB DATE- 97
NOTE- 36p.; "Reading Online" is a purely electronic journal. It is published by the International Reading Association and made available via the IRA web site (cite below). The journal is published "continuously" and does not use volume or issue/number designations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- English Instruction; High Schools; *Hypermedia; *Instructional Effectiveness; Science Instruction; *Student Attitudes; Student Motivation; Student Projects; *Text

ED 416 458 CS 013 068

Ediger, Marlow
Staff Development and Reading.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Elementary Education; Instructional Improvement; Instructional Innovation; *Reading Instruction; Reflective Teaching; *Staff Development; Teacher Attitudes; *Teacher Improvement; *Teacher Role; Teacher Workshops

Much is being emphasized in staff development in the area of reading instruction. It is important for teachers to study and think reflectively about what can be done to improve the elementary reading curriculum. One procedure that can be used is to hold a quality workshop based on the needs of reading teachers. Teachers might volunteer to serve on a committee focusing on various problem areas. Committee reports to indicate progress can be shared with others. Faculty meetings, with ample materials of instruction and instructional assistance, may also be used to improve the reading curriculum. Teachers can then try out ideas gleaned from the meetings. To vary approaches in teaching reading, a videotape on model teachers using behaviorism as a psychology of learning may be shown and critiqued. Some teachers speak highly of visiting innovative classrooms where new approaches have been tried out with success in reading instruction. Observational visits by the reading supervisor can be beneficial for inservice. Team teaching has built-in inservice education, with members upgrading their teaching skills and sharing worthwhile ideas with each other. Teachers also need to have ample opportunity to browse through and read materials from a professional school library. Another excellent way to improve the reading curriculum is to discuss student progress during a parent/teacher conference. (Contains nine references.) (CR)

ED 416 459 CS 013 069

Kelly, Heather
How Children Learn To Derive Meaning from Text.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Decoding (Reading); *Phonics; Primary Education; *Reading Instruction; Reading Readiness; Reading Skills; Reading Strategies; *Student Needs; *Whole Language Approach
IDENTIFIERS- *Balanced Literacy; *Phonemic Awareness

In recent years, the focus on reading instruction has turned to the primary grade levels. Debates over phonics, whole language, and balanced literacy approaches occur among researchers, educators, and parents. Using a balanced approach in the classroom has received the most support from teachers and researchers, according to five related articles from

ED 416 478 CS 216 183

Page, Susan
The Shortest Distance Between You and a Published Book: 20 Steps to Success.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Books; Proposal Writing; *Publishing Industry; *Self Management; *Writing for Publication
IDENTIFIERS- *Authorship; *Book Proposals; Self Publishing

This book aims to make successful publications happen--anticipating how an as yet unpublished author might feel at various stages and coaches them through the best and worst. The book provides easy-to-follow strategies that actually get results. Among the 20 steps to success in the book are the following: the three "magic first steps" an author must take now to claim success later on; the "real" differences between self-publishing and selling to a publisher; clever methods for finding an effective title for a book; the formula for writing proposals that get read...and then bought; a deliberate method for finding the right agent; the six biggest hidden heartbreaks in publishers' contracts and how to avoid them; the range of royalty advances and how much can be expected; seven minimum requirements for a six-figure advance; and a step-by-step method for planning a "blockbuster" promotion. A sample book proposal is included, as is a list of resources. (NKA)

ED 416 479 CS 216 184

Bell, James H.
When Hard Questions Are Asked: Evaluating Writing Centers.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Higher Education; Program Effectiveness; Research Methodology; *Student Attitudes; Summative Evaluation; Writing Instruction; *Writing Laboratories
IDENTIFIERS- University of Northern British Columbia

Evaluation is crucial for writing centers. Given increasingly tight budgets, writing centers should conduct more sophisticated evaluations. Writing centers should turn to educational program evaluation and select general types of evaluation most appropriate for writing centers, and, congruent with the appropriate types, writing centers should design and share small-scale evaluations. Writing centers should emphasize summative evaluations. Six types of evaluation are consumer-oriented, adversary-oriented, management-oriented, naturalistic and participant-oriented, expertise-oriented, and objectives-oriented. The objectives-oriented approach is the best type of evaluation for writing centers. Over the last 3 years, the writing center at the University of Northern British Columbia has implemented a small-scale evaluation plan. A telephone follow-up survey of three groups of clients was conducted.

ED 416 498   CS 216 214

Egan-Robertson, Ann
Learning about Culture, Language and Power: Understanding Relationships among Personhood, Literacy Practices and Intertextuality. Report Series 2.35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Problems; *Cultural Context; Heuristics; Junior High Schools; *Language Role; *Literacy; Self Concept; Urban Education; Writing Research
IDENTIFIERS- Discourse Communities; Identity Formation; *Identity (Psychological); *Intertextuality; Power; Theoretical Orientation; Writing Groups

This paper stems from a study of an eighth-grade writing club in an urban school. The study asked: How would students use a community-based set of texts to create identities for themselves and each other in relation to their communities, their schooling, and writing and to examine issues of personhood? The paper theorizes about what the notions of personhood and intertextuality contribute to educators' conceptions of literacy teaching and learning. It provides a definition of personhood, reviews related research, and presents an analytical framework which includes a rationale for why personhood and literacy are productively investigated through the intertextuality heuristic. To elaborate on the theoretical ideas presented, the paper focuses on two aspects of the writing club: (1) the ways two students took up opportunities presented to them as they participated for shaping and reshaping discourse practices about personhood along the dimensions of history, music, racial and ethnic identity, and womanhood; and (2) the significance of the study's framing in providing opportunities for students to make intertextual links between their research studies and the literacy practices of community members. In addressing how the students took up their literacy practices, the paper elaborates on the discourse practices that framed the writing project, which opened up what is described as an "intertextual field" containing dynamic potential for students to create intertextual links between their inquiry into community issues and the inquiry of community members who were using research and writing to address similar issues. (Contains two tables, five transcripts, eight notes, and 92 references.) (NKA)

ED 416 499   CS 216 221

Bjerke, Gene
Writing for Video.
PUB DATE- 97
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Information Skills; *Production Techniques; Professional Training; *Scripts; *Videotape Recordings; *Writing for Publication; *Writing Skills

ED 416 520 CS 509 715

Ostermeier, Terry H.
Gender, Nonverbal Cues, and Intercultural Listening: Conversational Space and Hand Gestures.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the International Listening Association (18th, Mobile, AL, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Problems; Communication Research; *Foreign Students; Higher Education; *Intercultural Communication; Listening Skills; *Nonverbal Communication; Questionnaires; *Sex Differences; Undergraduate Students
IDENTIFIERS- *Conversational Space; *Hand Gestures

A study examined students' perceptions of nonverbal cues as they affected the listening process during interviews with someone from a culture outside of the United States. Subjects were 129 American students in a senior level cross cultural communication course at a midwestern state university; they each interviewed an international person (primarily students enrolled in the university). Interviewers completed the Nonverbal Communication Questionnaire and were asked to note the use of conversational space and hand gestures of the international person, whether or not it was similar or different from American behavior, and whether it had a positive or negative effect on listening to the international person. Results indicated that: (1) the interviewers reported they perceived similarity for seven of the eight forms of interaction in considering the gender of both parties; (2) female interviewers indicated they perceived a negative effect on listening for the use of conversational space but a positive effect for hand gestures; (3) the positive effect for hand gestures occurred only in female-female interaction; (4) when a female interviewed a male, there was a negative effect on listening for both space and gestures; and (5) males perceived a negative effect on listening for both conversational space and hand gestures. Findings suggest that college students need to become more familiar with the values, beliefs, and resulting behaviors of persons from other cultures to assist in the reduction of uncertainty and anxiety. (Contains 29 references and four tables of data; an appendix contains the Nonverbal Communication Questionnaire.) (RS)

ED 416 521 CS 509 716

Mullen, Lawrence J.
The Use of University-Based & Local Media: Models of Community Attachment Involving Two Communities.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Community Characteristics; Comparative Analysis; Higher Education; Institutional

ED 416 541 CS 509 737

King, Randall E.
Impacting the Core: The Case for a Media and Society Course in Liberal Arts Colleges.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communication (Thought Transfer); Course Descriptions; Ethics; *General Education; Higher Education; *Liberal Arts; *Mass Media; *Mass Media Role; Small Colleges
IDENTIFIERS- *Media Education; *Media Literacy

Journalism and mass communication educators should be involved in development of a single course on media and society designed for general education that could be more easily integrated into the core of smaller liberal arts colleges than in their university counterparts. Media education in Britain has a long history, while media literacy in the United States remains housed in high school English departments. In the wake of rampant criticism of U.S. higher education, groups of educators responded with recommendations to essentially go "back to the core"--a core that included media literacy. In isolated yet notable cases, serious reform efforts did involve educators from the field. Some of the most cogent arguments for communication educators to break from strict professionalism and participate more fully in the university have come from the discipline itself. Philosophical understanding must be primary, but stringent finances have a way of forcing educators to find common ground in pursuit of survival. Those who make their living studying media in a scientific and scholarly manner are the ones who should teach the general media education course. The course should encourage enrollment by juniors and seniors who already have a foundation in basic understandings of society. In addition to seminar and discussion formats, case studies could be used. The content of the course should include communication history/system/structures; communication theories and research currents; media literacy; and ethics/values. (Contains 33 references.) (RS)

ED 416 542 CS 509 738

Xia, LiLi
Design Your Own Evaluation Sheets.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Classroom Techniques; Evaluation Methods; *Feedback; Higher Education; *Instructional Improvement; Learning Strategies; *Peer Evaluation; Peer Influence; *Public Speaking; Student Evaluation

ED 416 561   CS 509 768

Reiss, Donna, Ed.; Selfe, Dickie, Ed; Young, Art, Ed.
Electronic Communication across the Curriculum.
PUB DATE- 98
NOTE- 356p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electronic Mail; Higher Education; *Instructional Innovation; *Interdisciplinary Approach; *Rhetoric; World Wide Web; *Writing Across the Curriculum
IDENTIFIERS- Asynchronous Learning Networks; *Communication Across the Curriculum; *Listserv Discussion Groups; MOOs; Technology Integration

This collection of 24 essays explores what happens when proponents of writing across the curriculum (WAC) use the latest computer-mediated tools and techniques--including e-mail, asynchronous learning networks, MOOs, and the World Wide Web--to expand and enrich their teaching practices, especially the teaching of writing. Essays and their authors are: (1) "Using Computers to Expand the Role of Writing Centers" (Muriel Harris); (2) "Writing across the Curriculum Encounters Asynchronous Learning Networks" (Gail E. Hawisher and Michael A. Pemberton); (3) "Building a Writing-Intensive Multimedia Curriculum" (Mary E. Hocks and Daniele Bascelli); (4) "Communication across the Curriculum and Institutional Culture" (Mike Palmquist; Kate Kiefer; Donald E. Zimmerman); (5) "Creating a Community of Teachers and Tutors" (Joe Essid and Dona J. Hickey); (6) "From Case to Virtual Case: A Journey in Experiential Learning" (Peter M. Saunders); (7) "Composing Human-Computer Interfaces across the Curriculum in Engineering Schools" (Stuart A. Selber and Bill Karis); (8) "InterQuest: Designing a Communication-Intensive Web-Based Course" (Scott A. Chadwick and Jon Dorbolo); (9) "Teacher Training: A Blueprint for Action Using the World Wide Web" (Todd Taylor); (10) "Accommodation and Resistance on (the Color) Line: Black Writers Meet White Artists on the Internet" (Teresa M. Redd); (11) "International E-mail Debate" (Linda K. Shamoon); (12) "E-mail in an Interdisciplinary Context" (Dennis A. Lynch); (13) "Creativity, Collaboration, and Computers" (Margaret Portillo and Gail Summerskill Cummins); (14) "COllaboratory: MOOs, Museums, and Mentors" (Margit Misangyi Watts and Michael Bertsch); (15) "Weaving Guilford's Web" (Michael B. Strickland and Robert M. Whitnell); (16) "Pig Tales: Literature inside the Pen of Electronic Writing" (Katherine M. Fischer); (17) "E-Journals: Writing to Learn in the Literature Classroom" (Paula Gillespie); (18) "E-mailing Biology: Facing the Biochallenge" (Deborah M. Langsam and Kathleen Blake Yancey); (19) "Computer-Supported Collaboration in an Accounting Class" (Carol F. Venable and Gretchen N. Vik); (20) "Electronic Tools to Redesign a Marketing Course" (Randall S. Hansen); (21) Network Discussions for Teaching Western Civilization" (Maryanne Felter and Daniel F. Schultz); (22) "Math Learning through Electronic Journaling" (Robert Wolfe); (23) "Electronic Communities in Philosophy Classrooms" (Gary L. Hardcastle and Valerie Gray Hardcastle); and (24) "Electronic Conferencing in an Interdisciplinary Humanities Course" (Mary Ann Krajnik Crawford; Kathleen Geissler; M. Rini Hughes; Jeffrey Miller). A glossary and an index are included. (NKA)

ED 416 581 EA 028 908

Maiden, Jeffrey
Recent Education Finance Litigation. State Education Funding Systems Ruled Constitutionally Deficient in Tennessee, Alabama, Massachusetts, North Dakota, and Arizona. State Systems Upheld in Nebraska, Minnesota, Florida, Oregon, and New York.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Children; *Constitutional Law; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Resource Allocation; School District Spending; *School Funds

Constitutional challenges to state statutory schema for distributing education dollars to local school districts has provided a study course of litigation in state court systems since the early 1970s. This paper is an analysis of 10 of these cases, which were ruled upon in the first half of the 1990s. The focus is on constitutional deficiency and how each state's educational plan was seen as containing inequities. Cases from Tennessee, Alabama, Massachusetts, North Dakota, Arizona, Nebraska, Minnesota, Florida, Oregon, and New York are briefly described and the court ruling outlined. Some of the reasoning behind decisions of constitutionally deficient systems include cases where poorer districts were in an unfavorable position in the generation of per-pupil revenue, where the state funding structure produced inequitable educational opportunities for students, where the state legislature had failed its constitutional obligation to provide all children the equal opportunity for adequate education, and where the court declared that the state's educational system violated the education provision and the equal protection clause of the state's constitution. In each case, the court rendering the final decision was convinced by evidence that inequities in funding translated into unconstitutionally disparate educational programs and services offered to students. (Contains 100 endnotes referencing the cases.) (RJM)

ED 416 582 EA 028 909

Shore, Rima
Ready Schools. A Report of the Goal 1 Ready Schools Resource Group.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Childhood Education; *Educational Needs; *Educational Objectives; Educational Planning; Learning Readiness; *National Standards; School Administration; *School Readiness; Student Needs
IDENTIFIERS- National Education Goals 1990

The United States has established 8 goals for schools to reach by the year 2000. Ways in which school can prepare for the first goal--"By the year 2000, all children in America will start school ready to learn"--are explored in this booklet. It discusses different aspects of children's readiness and what schools can do to prepare for children. The focus is on the 10

ED 416 600 EC 306 148

Osman, Betty B.; Blinder, Henriette L.
No One To Play With: The Social Side of Learning Disabilities. Revised.
PUB DATE- 95
NOTE- 208p.; Cover title reads: No One To Play With: Social Problems of LD and ADD Children. Revised.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; *Attention Deficit Disorders; Children; Elementary Secondary Education; *Family Relationship; Gifted Disabled; *Interpersonal Competence; *Learning Disabilities; Parent Teacher Cooperation; Peer Acceptance; *Peer Relationship; *Social Development; Social Support Groups; Socialization; Student Characteristics; Student Needs

This book describes what makes it so difficult for young people with learning disabilities and attention deficit disorder (ADD) to get along in their world and suggests ways that parents, teachers, and other caregivers can help them with their social as well as their educational problems. Chapters address: (1) the characteristics and social deficits of children with learning disabilities and ADD, with accompanying guidelines for parents; (2) beginning signs of social problems; (3) getting along in the family, including do's and don'ts for parents of children with learning disabilities and ADD; (4) the impact on children with learning disabilities and ADD when there is a crisis in the family; (5) the social side of school, the low social stature of children with learning disabilities, frustrations of teachers, and questions parents and teachers should ask during parent-teacher conferences; (6) the special needs of gifted children who have learning disabilities and ADD; (7) developing social support groups; (8) adolescents with learning disabilities and ADD; (9) the continuing problems of adults with learning disabilities and ADD; and (10) becoming socialized. A bibliography lists relevant books for children and adults and a resource list includes organizations, summer camps, government agencies, and videotapes. (CR)

ED 416 601 EC 306 149

McPhee, Norma H.; Favazza, Paddy C.; Lewis, Eleanore Grater
Sensitivity and Awareness: A Guide for Developing Understanding among Children.
PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Attitudes; Class Activities; *Consciousness Raising; *Disabilities; Educational Strategies; Elementary Secondary Education; Etiology; Inclusive Schools; Learning Activities; *Peer Acceptance; Peer Relationship; *Sensitivity Training; Student Attitudes; Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- *Attitudes toward Disabled

This guide is designed specifically as a resource for classroom

ED 416 619 EC 306 170

What Is Transition from School to Adult Life? A Resource Manual for Transition Services for Youth with Disabilities in New Jersey. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Services; *Disabilities; *Education Work Relationship; Federal Legislation; Public Agencies; Resources; Secondary Education; State Legislation; *State Programs; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *New Jersey

This reference manual contains information on transition services for students with disabilities in New Jersey. Section 1 provides an overview of transition services and the five-year systems change grant New Jersey has received from the U.S. Department of Education. Also included is information on New Jersey education law, the four regional Learning Resources Centers, and two special projects. Section 2 describes services provided by the state's Office of School to Work Initiatives and vocational education services under the Carl D. Perkins Act. Section 3 compiles information on New Jersey agencies concerned with vocational rehabilitation, independent living, and assistive technology. The federal Rehabilitation Act of 1973, as amended, is also explained. Sections 4 and 5 describe services offered by New Jersey agencies that deal with human services, blindness and visual impairment, developmental disabilities, mental health services, youth and family services, parent advocacy, and protection and advocacy. Section 6 lists county offices for the disabled and Social Security offices in the state. Section 7 explains relevant requirements of the Fair Labor Standards act and Section 8 explains the transition needs assessment process. Section 9 analyzes the transition process from legal, educational, and advocacy perspectives. Sections 10 and 11 list New Jersey college programs for students with learning disabilities, recreation and leisure resources, and accessible transportation services. Finally, Section 12 provides a glossary of transition related terms. (DB)

ED 416 620 EC 306 171

Luvisi, Christopher L.
Nurturing Giftedness in All Children through Original Research. Project Discovery Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Classroom Environment; Enrichment Activities; *Gifted; *Gifted Disadvantaged;

ED 416 638 EC 306 195

IDEA 1997: Let's Make It Work.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Conflict Resolution; Cultural Differences; Developmental Delays; *Disabilities; Discipline; Due Process; Early Childhood Education; Educational Finance; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Individualized Education Programs; Parent Participation; Postsecondary Education; Private Schools; Program Evaluation; Pupil Personnel Services; *Special Education; Standards; Student Evaluation; Student Placement; Teacher Education
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This document explains provisions of the 1997 amendments to the Individuals with Disabilities Education Act (IDEA), Public Law 105-17, and is divided into 16 topics, most of which address specific sections of the law. For each topic, the following is provided: overview information, additional information presented in a question and answer format, relevant statements from the Congressional committee reports submitted while IDEA was being considered, and a list of resources. The topics covered are: (1) general questions; (2) parental involvement; (3) developmental delay; (4) cultural diversity; (5) evaluation and reevaluation; (6) the Individualized Education Program; (7) related services and technology; (8) early childhood; (9) procedural safeguards; (10) mediation; (11) behavior and discipline; (12) state and local fiscal management responsibilities; (13) private school placements; (14) performance goals, indicators, assessments, what the state has to do; (15) personnel preparation; and (16) national support programs. Two additional sections provide a summary of IDEA, an index of topics located in the legislation, and a list of general resources for IDEA. (DB)

ED 416 639 EC 306 197

Positive Behavioral Support.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Case Studies; *Child Rearing; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Focus Groups; Information Dissemination; Intervention; Legislation; Parent Attitudes; Program Development; Research and Development; Theory Practice Relationship; Training Methods
IDENTIFIERS- *Functional Assessment; *Positive Behavioral Support

This theme issue presents a variety of articles and resources on the application of positive behavioral support (PBS) with children who exhibit behavior problems in home or school settings. The first article discusses the importance of understanding a challenging behavior's purpose, implementing behavior change strategies, and monitoring improvement.

ED 416 659 EC 306 232

Developmental Disabilities and Alzheimer's Disease...What You Should Know.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, DC.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Day Care; Adults; *Alzheimers Disease; Clinical Diagnosis; Coping; *Developmental Disabilities; Etiology; Financial Support; Legal Aid; *Long Term Care; Respite Care; Social Support Groups; *Symptoms (Individual Disorders)

This booklet provides an overview of Alzheimer's disease along with a description of the disease, how to find out if someone has it, and how it affects adults with developmental disabilities. It also provides information on what to do and suggests where to seek help. Specific sections discuss: (1) the etiology of the disease; (2) symptoms of Alzheimer's disease; (3) the general course of the disease; (4) other conditions that produce the same symptoms; (5) risk factors for Alzheimer's disease or dementia among people with developmental disabilities; (6) personal stories of individuals with mental retardation and Alzheimer's disease; (7) Down syndrome, aging, and Alzheimer's disease; (8) diagnosis of Alzheimer's disease; (9) places to go to be evaluated for the disease; (10) steps beyond diagnosis; (11) other concerns, such as how to serve people with Alzheimer's disease with dignity, how to help adults with the disease to "age in place," and how to prevent or defer changes in residence; and (12) resources for families and caregivers, including home care services, adult day care, respite, hospice, financial or legal aid, and local support groups. A list of resource organizations and a glossary of terms are also provided. (CR)

ED 416 660 EC 306 233

Luchterhand, Charlene
Mental Retardation and Grief Following a Death Loss: Information for Families and Other Caregivers.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Bereavement; Children; *Coping; *Death; *Emotional Adjustment; *Grief; *Mental Retardation

This booklet is designed to assist those who may be in a situation of consoling a person with mental retardation who has either just lost a parent or friend or is near to someone whose death is imminent. The first part of the booklet explores why it is important that people with mental retardation know about the death. It provides guidance on how to explain that a death has occurred and what is possible to expect in terms of the individual's grieving. Information is then given on what

ED 416 679 FL 025 074

Kimball, Jack
Constructing L2.
PUB DATE- 97
NOTE- 4p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Japan, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Constructivism (Learning); Cooperative Learning; Decision Making; Dialogs (Language); Linguistic Theory; Second Language Instruction; *Second Language Learning; *Second Languages; Writing Instruction
IDENTIFIERS- Content Area Teaching

Two elements of constructivist pedagogy warrant attention with respect to second language (L2) learning: collaborative dialogue and learner decision-making. These two elements in instruction bring about experiential and task oriented classrooms. The constructivist approach to the L2 classroom foregrounds conceptual development focused on meaningful content, using raw data and primary sources as well as abundant information encoded in different formats, and various materials that can be physically manipulated by students to expedite inquiry and hypothesizing. In an optimal situation, learners have abundant print and electronic texts, ample flexible opportunities to write, single-student and collaborative projects, fact-checking circles, individual review and fact summaries, oral readings of a range of text types authored by writers inside and outside the class, team debates, and peer revision of student writing. Content area material is frequently incorporated. Implementing L2 constructivist techniques creates a shift in teacher authority and conventional classroom interactions, and requires an openness to inquiry on the teacher's part. Contains 27 references. (MSE)

ED 416 680 FL 025 075

Yes, You Can Help! Information and Inspiration for French Immersion Parents. National Edition.
PUB DATE- 97
NOTE- 151p.; Printed on blue paper in blue ink.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Educational History; Elementary Secondary Education; Extracurricular Activities; Foreign Countries; *French; Homework; *Immersion Programs; Information Sources; Language Role; Language Skills; Parent Influence; Parent Participation; *Parent Role; Parent School Relationship; Parent Teacher Conferences; Program Design; Resource Materials; Second Language Instruction; Second Language Learning; *Second Language Programs; *Second Languages; Student Attitudes; Study Habits; Vocabulary
IDENTIFIERS- Alberta; *Content Area Teaching

The guide for parents of French immersion students in Alberta

ED 416 699 FL 025 104

Russian/English Interdisciplinary Lessons for General Education and Special Education Students. Pre K-2.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English; Russian
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Bilingual Education; Early Childhood Education; *English (Second Language); Folk Culture; Food; Interdisciplinary Approach; *Mathematics Instruction; Minerals; *Russian; *Science Instruction; *Special Education; Standards; *Thematic Approach; Toys
IDENTIFIERS- Amber; Content Area Teaching; New York City Board of Education; *Russians

The materials consist of two thematic science and mathematics lessons at each of four instructional levels (pre-kindergarten, kindergarten, grade 1, grade 2) designed for use by both Russian bilingual and English-monolingual teachers in general and special education programs. The lesson themes and objectives correspond to learning and performance standards established for New York City (New York) public schools. Pre-kindergarten lesson topics include different types of animals that live in Russia and proficiency in using numerals from 1-6. Kindergarten-level lessons, on the theme of food, include a lesson in capacity and estimation and one on how heat changes food. First-grade lessons, on the theme of Matroyshka dolls, are on estimating the capacity of the dolls and on increasing and decreasing order. Second-grade lessons, on amber, address comparison and contrast (geometric shapes of amber) and its electrical properties. Each grade-level unit includes background information on the topic, behavioral objectives, key vocabulary, a list of materials needed, motivational ideas, procedures, extension activities, adaptations for special education students, a text, and illustration(s). The full text of each lesson and exercises is presented in both English and Russian. (MSE)

ED 416 700 FL 025 105

Russian/English Interdisciplinary Lessons for General Education and Special Education Students. Grades 3-5.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English; Russian
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Community; Cultural Awareness; Elementary Education; *English (Second Language); Folk Culture; Food; Immigrants; Interdisciplinary Approach; Language Arts; *Mathematics Instruction; Migration Patterns; *Russian; *Science Instruction; Social Studies; *Special Education; Standards; *Thematic Approach
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Russians

The materials consist of four lessons each at grade levels 3-5,

ED 416 721 FL 801 213

Grognet, Allene Guss

Elderly Refugees and Language Learning.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.

PUB DATE- 97

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Acculturation; Adult Education; *Adult Learning; Agency Cooperation; *Aging (Individuals); Community Services; Depression (Psychology); *English (Second Language); Learning Strategies; *Older Adults; Physical Health; *Refugees; Second Language Instruction; Second Language Learning; Social Services; Sociocultural Patterns

For elderly refugees, coming from a variety of cultural situations and with varied educational backgrounds, transplantation to a new culture is an especially difficult process. There is no research evidence to suggest that older adults can not succeed in learning another language, although more deliberate efforts must be made to achieve this. In some ways, adults may have superior language learning capacities. Physical health is an important factor, and hearing and visual acuity are crucial to comprehension. Changes in climate and diet can affect the elderly adversely, particularly in the early stages of acculturation. Social identity, cultural expectations about the educational experience, and attitude and learning motivation are also key factors in language learning success. Teachers can encourage the older language learner by eliminating affective barriers, incorporating adult learning strategies into instruction, making the learning situation and materials relevant to student needs and wishes, and tapping into the goals of the refugee community. Language learning programs specifically for the elderly have been sparse, but a number have been successful. Additional broad strategies include increased dialogue between aging and refugee service organizations and addressing the issue of depression in elderly refugees. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 416 722 FL 801 214

McLean, Teri

Crossroads Cafe Implementation Florida Evaluation.

PUB DATE- 97

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Agency Cooperation; Cultural Awareness; *Curriculum Design; Diversity (Student); *English (Second Language); *Instructional Materials; Language Patterns; Limited English Speaking; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; Public Agencies; Second Language Instruction; Sociocultural Patterns; Teacher Education; *Videotape Recordings

IDENTIFIERS- Florida

The evaluation reviews the implementation of the "Crossroads Cafe" English language instruction program in Florida, focusing on the program's management, training, and overall

ED 416 742 HE 030 788

Farthing, Linda
Homestay/Village Stay Study in the Americas, 1994-96.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Conflict Resolution; Foreign Countries; *Guidelines; Higher Education; *International Educational Exchange; International Programs; Program Administration; Program Improvement; *Study Abroad
IDENTIFIERS- Bolivia; Brazil; Caribbean; *Homestays; Jamaica; Latin America

This report presents strategies and guidelines to manage and administer homestays and village stays for U.S. students, based on a survey of academic directors and homestay coordinators, with a focus on such activities in Latin America and the Caribbean. It reviews the literature on the role and cost of homestay and village stay programs in semester and year-abroad programs. Based on survey responses, it then goes on to examine such issues as the variables that influence successful homestays and village stays, the role of academic directors and homestay coordinators, family selection and payment, family composition, orientation/follow-up, and problems and resolution mechanisms. Specific guidelines to address problems and concerns in these areas are provided. Three appendixes contain a sample student questionnaire; homestay materials provided by programs in Jamaica, Brazil, and Bolivia; and an annotated bibliography (Contains 29 references.) (MDM)

ED 416 743 HE 030 789

Burke, Joseph C.; Serban, Andreea M.
Performance Funding of Public Higher Education: Results Should Count. Rockefeller Reports.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Educational Policy; Educational Quality; *Higher Education; Institutional Evaluation; National Surveys; *Performance; *Public Colleges
IDENTIFIERS- Performance Budgeting; *Performance Funding; Performance Indicators

This report examines performance funding and performance budgeting in public higher education, based on studies conducted by the Nelson A. Rockefeller Institute of Government (New York). A recent survey indicated that 10 states currently have performance funding for public colleges and universities, that 8 states currently use performance budgeting, and that two-thirds either have performance funding/budgeting or are planning to adopt such programs within the next five years. Existing performance funding programs in 9 states were examined, revealing the existence of from 5 to 37 performance indicators, which vary in many respects. Six of the nine states set statewide indicators for all institutions or campus types, while three allow institutions to choose at least one of their own indicators. Policy recommendations in regard to the use of performance funding and indicators are included. The report

ED 416 761 HE 031 007

Rosenzweig, Robert M.
The Political University: Policy, Politics, and Presidential Leadership in the American Research University.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; College Administration; *College Presidents; Conflict of Interest; Economic Factors; Educational History; Ethics; *Federal Aid; Financial Problems; Governance; *Government School Relationship; Higher Education; *Political Influences; Professional Associations; *Public Policy; *Research Universities; Resource Allocation; School Business Relationship
IDENTIFIERS- Association of American Universities

The problems and prospects of American research universities are discussed in light of such issues as shifting federal policies, resource constraints, increased partnerships with business and industry, and the changing needs and perceptions of the larger society. The book captures the collective experiences of 12 former university presidents who served through the 1980s and left office around 1990. In the first chapter, the book traces developments since World War II as a prelude to considering the 1980s and 1990s, discussing the explosive growth of science and technology, and the influence of government on higher education as a patron of research, as a stimulus to the growth and changed composition of student bodies, and as a regulator. Other chapters trace the economic and political forces that have affected the climate of research universities since the mid-1980s, as well as such issues as research fraud, conflict of interest, and conflict of commitment. Internal university governance and the university as a political system are considered. In considering the future of the research university, the effects of resource constraints locally and nationally are addressed. The public leadership role of university presidents and the role of the Association of American Universities are also discussed. (SW)

ED 416 762 HE 031 008

Harvey, James; Williams, Roger M.; Kirshstein, Rita J.; O'Malley, Amy Smith; Wellman, Jane V.
Straight Talk about College Costs and Prices. Report of The National Commission on the Cost of Higher Education.
PUB DATE- 98
NOTE- 401p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Compliance (Legal); *Educational Finance; Expenditures; Family Income; Federal Regulation; *Financial Problems; *Government School Relationship; Higher Education; Operating Expenses; *Paying for College; *School Funds; *Student Costs; Student Financial Aid

This report reviews trends affecting rising costs and prices in higher education and proposes an action agenda for colleges, government at all levels, families and students, and other patrons. The recommendations emphasize shared responsibility to facilitate criticism of adult learners' current situation or their assumption of the role of agents of change. Freire's methods would enable Botswana's rural literacy learners to engage in democratic practice as Botswana's other citizens do. It has been argued that Botswana's government has skillfully chosen some nonpolitical aspects of the Freirean approach for the Botswana National Literacy Program. Adult educators in Botswana must challenge their students to address the problems in their world. Since its independence, Botswana has had several viable democratic institutions, including the community meeting place and the tradition of farmers working in groups, that can be mobilized to address the social and economic plight of the country's rural residents. Through such institutions, the Freirean approach may be used to empower rural people. (29 references) (MN)

ED 416 305 CE 075 171

Young, Glenn; Gerber, Paul J.; Reder, Stephen; Cooper, Richard
Learning Disabilities and Its Impact on Poverty and Adult Literacy Programs.
PUB DATE- 96
NOTE- 14p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 168, 173, 180, 183, 187, 191 and CS 012 996, CS 013000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; Adult Programs; Attention Deficit Disorders; Economically Disadvantaged; Educational Policy; *Educationally Disadvantaged; Federal Legislation; Illiteracy; *Learning Disabilities; *Literacy Education; *Poverty; Underemployment; *Unemployment; Welfare Recipients; Welfare Services

The four papers that make up this document report on poverty issues as they pertain to adults with learning disabilities. "Programmatic Response to Welfare Clients with Learning Disabilities" (Glenn Young) describes steps in the Learning Disabilities Initiative that works with federal agencies, states, local governments, and nonprofit organizations to develop pilot projects and promotional events. "Empirical Relationships among Poverty, Literacy, and Self-Reported Learning Disabilities" (Stephen Reder) reports these findings of indepth secondary analyses of National Adult Literacy Survey data: adults with learning disabilities are highly overrepresented among the undereducated, nonparticipants in the labor force, the unemployed and underemployed, and the poor. "Attention Problems and Literacy Skills" (Richard Cooper) suggests steps to ameliorate adults' difficulties in employment, social, and life skills resulting from learning and attention problems as children: fully enforce the Americans with Disabilities Act; establish interagency diagnostic centers; and develop a new model for literacy and adult education programs. "Implications for Literacy Programs Serving Learning Disabled/Low Income Populations" (Paul J. Gerber) proposes help for the learning disabled beyond their school-age years through treatment of learning disability as a medical condition and literacy centers that diagnose, evaluate, and set attainable goals for individuals with learning disabilities. (Individual papers contain references.) (YLB)

ED 416 306 CE 075 173

ED 416 324 CE 075 691

Spanos-Hawkey, Dena, Ed.
Kid's Play. Activities for Adults and the Children They Love.
SPONS. AGENCY- California State Library Services Board, Sacramento.
PUB DATE- 96
NOTE- 32p.; Printed on light blue paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Beginning Reading; Early Experience; Early Reading; *Emergent Literacy; *Learning Activities; *Literacy Education; *Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; Parenting Skills; *Parents as Teachers; *Prereading Experience; Reading Readiness

Intended for literacy students who want to share the pleasure of reading with the children they love, this book describes 26 easy, inexpensive activities to expose children to reading. Each activity explains the type of activity, lists materials needed, and provides instructions or suggestions for extending the activity. A suggested book list categorizes 168 books suitable for sharing with a child into these groupings: libraries and books: an eye-opening experience; adventures in reading and writing; stories about literacy; cultural diversity: a world's eye view; school days; did I see that?; alphabet explorations; colors; fun with numbers; move that body; grown up issues for children, including homelessness, race and gender, inter-racial families, birth and babies, siblings, adoption, war, holocaust, day labor, death: loss and sadness, alcoholism, dangerous strangers/sexual abuse, divorce, and children with special needs; that's just how I feel; and just for fun! (YLB)

ED 416 325 CE 075 692

Gloeckner, Gene W.
Gender Facts: A Moral Dilemma.
PUB DATE- 97
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Enrollment; *Females; Higher Education; Middle Schools; *Nontraditional Education; *Nontraditional Occupations; Secondary Education; Sex Bias; *Student Recruitment; Technical Education; *Technology Education; *Womens Education

Technology education has a long history of attempting to make female students comfortable with the field. Although there has been limited success in recruiting females into the field, the situation is much more positive than it was 75 years ago, when girls were often forbidden to take "manual training" classes. A 1980 Montana report on gender bias in technical education in the state showed less than 10 percent female enrollment in every technical area except graphic arts (where there were 51 a-Second-Language (ESL) course, focuses on access to adult learning opportunities. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points regarding the need for lifelong learning, the right to low-cost learning opportunities, types and benefits of different types of educational media and resources, and employer-sponsored workplace learning); sample learning activities; list of educational resources, adult education-related Web sites, and commercial ESL textbooks; sample lesson plan; transparency masters; learning activities and student handouts; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: match personal interests and education with job requirements; gather information on adult learning opportunities; analyze career paths; and choose leaning opportunities for advancement on the job. Included in the lesson plan are the following: objectives, description of the module's target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

ED 416 344 CE 075 764

Kissam, Ed; Dorsey, Holda
Teenagers' Access to Higher Education. Tierra de Oportunidad Module 7. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 39p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; *Adolescents; Adult Basic Education; Educational Needs; *Educational Opportunities; *Higher Education; Immigrants; Information Sources; Information Utilization; Integrated Curriculum; Learning Modules; Lesson Plans; Problem Solving; *Student Financial Aid
IDENTIFIERS- *California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on teenagers' access to higher education. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points regarding the importance of postsecondary education in the current job market, the success in higher education that may be achieved even by teenagers who have not done well in school, the financial feasibility of higher education for most students, and immigrants and higher education); sample learning activities; list of educational resources and commercial textbooks; sample lesson plan; transparency masters; action plan; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: acquire and evaluate information on financial aid; compare and contrast various kinds of financial aid; prepare an action plan for continuing education; work cooperatively with others; and use problem-solving skills. Included in the lesson plan are the following: objectives, description of target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

Second-Language (ESL) courses, discusses women in nontraditional occupations. It is designed to help women consider the option of working in nontraditional occupations and to recognize that access to these jobs is competitive because they are well-paid. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. Resource sheets include self-assessment survey to determine whether the student is cut out for a nontraditional career and interest inventory. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: analyze jobs held by men and women; research skills, duties, responsibilities, and salaries; discuss whether women can fulfill those requirements; and debate in favor and against women in nontraditional jobs. (YLB)

ED 416 364 CE 075 784

Kissam, Ed; Dorsey, Holda
Men's Changing Roles. Tierra de Oportunidad Module 27. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 19p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; English (Second Language); Females; Immigrants; Learning Modules; Lesson Plans; *Life Style; Literacy Education; *Males; Role Perception; Sex Fairness; *Sex Role; *Social Change
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses men's changing roles. It is designed to provide a framework for exploring how differences in language, laws, and ways for participating in the community and differences in the way in which members of a family relate to each other affect men's lives. It also explores some issues relating to men's roles in relation to women outside the family--in the workplace and in community life. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: study roles of men and women in the home; analyze potential changes; give advice; and role play positive ways of discussing a problem. (YLB)

ED 416 365 CE 075 785

certify dropouts with specified skill and knowledge levels; and build dropouts' confidence. Accordingly, GED recipients are much more likely to participate in postsecondary education and vocational training than are other dropouts. Although the grade-point averages of GED recipients and high school graduates enrolled in postsecondary education tend to converge over time, high school graduates are much more likely to complete their postsecondary education than GED recipients are. In controlled comparisons, a GED had little effect on labor force participation or unemployment but was positively associated with gains in full-time employment. Studies have shown that GED recipients earn more than other dropouts but less than high school graduates. Although GED recipients had no earnings advantage over dropouts in the short term, their relative earnings increased over time. (The bibliography contains 215 references. Appended are the following: evidence from Wisconsin regarding GED norming; seven tables; discussion of technical issues; and summary of GED follow-up surveys.) (MN)

ED 416 384   CE 075 856

Assembly on Nonformal Education (Dakar, Senegal, October 12-14, 1997).
PUB DATE- 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Consortia; *Developing Nations; Educational Cooperation; *Educational Needs; *Educational Objectives; Educational Practices; Educational Research; Foreign Countries; International Cooperation; *International Educational Exchange; International Organizations; Meetings; *Nonformal Education; Organizational Objectives
IDENTIFIERS- *Africa

The Association for the Development of Education in Africa (ADEA) organized an assembly on nonformal education (NFE) for the following purposes: share information on the ADEA's internal organization and functioning; exchange information on the activities and organization of the ADEA's 10 national working groups; discuss issues, concerns, and priorities in the provision of NFE and the findings of research sponsored by the working group on NFE; and identify areas of collaboration with other working groups, institutions, and agencies. The assembly was attended by 105 participants from 28 countries. The following were among the assembly recommendations: articulate a clear policy for NFE that reflects a comprehensive, holistic approach; develop NFE programs targeted toward marginalized groups; provide NFE in local languages and make it relevant and accessible by including traditional ways of learning and local content; and identify and facilitate access to human and financial resources from other countries. (Appended are the following: agenda; list of participants; mission and operating principles; results of the first Biennial Research Programme; research paper "Widening the Circle: Enlisting the Collaboration of New Partners in African Educational Development" (Peter Easton, Rosemary Closson); and conclusions and recommendations from the working group on books and learning materials.) (MN)

ED 416 385   CE 075 858

Home Care Challenge Outcomes Report. National Workplace Literacy

Three years of helping faculty members at a state university learn computing technology yielded the following lessons: (1) for faculty members, the ownership of a computer is an emotional event during which computers are viewed successively as glorified typewriters, status symbols, and tools; (2) even to highly knowledgeable individuals, learning to use computers is often a frightening and ego-threatening act; (3) depending on their use of technology and impetus for learning, individuals learning computing technology may be classified as early innovators, early adopters, early majority, late majority, or laggards; (4) introducing computing innovations is an individual effort; and (5) the seeds for computing innovation sometimes come from a group synergy. The following implications emerged from an analysis of the experiences of four faculty members attempting to learn computer technology: learning is based in the ego of the learner; learning is based in individual needs, interests, and timing of need to learn; learning of computing technology is based in skills and knowledge of self-directed learning; learning is an instrumental and expressive act of learning both the object of action in technology and its application and integration into life actions; and for some, learning is influenced by the resource environment. (MN)

ED 416 403 CE 075 889

Anderson, Marcia A.
Teacher Preparation for Workplace Skill Instruction.
PUB DATE- 97
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Business Education Teachers; Curriculum; Educational Needs; Employment Qualifications; Higher Education; *Job Skills; Secondary Education; *Teacher Attitudes; Teacher Education; *Teacher Educators

Teacher educators' views on preparing future business education teachers to deliver workplace skill instruction were examined in a survey of an adjusted sample of 183 members of the National Association of Teacher Educators for Business Education who were in teacher education positions. Of the 71 teacher educators who completed surveys (a 38.8% response rate), 38 were female and 33 were males. Of the 13 duty areas mentioned on the survey, demonstrating technological literacy, maintaining professionalism, communicating on the job, and demonstrating work ethics and behavior were mentioned as the 4 areas most frequently addressed in existing teacher education courses. Demonstrating technological literacy, seeking and applying for employment opportunities, communicating on the job, and maintaining professionalism were deemed the four areas in which graduates of business teacher preparation programs are best prepared. The majority of respondents (97.2%) agreed that workplace skills instruction should be addressed in teacher preparation programs, and 58% indicated that workplace skills instruction should be incorporated into all teacher preparation courses. Only 14.1% agreed that workplace skills instruction should be taught as a separate course. It was recommended that teacher educators' views on preparing teachers for workplace skills instruction be compared to program graduates' views. (MN)

ED 416 404 CE 075 890

Potential; High Schools; Job Skills; Lifelong Learning; *Regular and Special Education Relationship; Skill Development; *Special Education; Teacher Collaboration

An alternative curriculum program, a School-to-Work Transition Academy, has the potential to assist secondary special education students in developing workplace skills, knowledge, and competencies. Major elements are as follows: a collaborative team of special, regular, and career/technology teachers; advisory committee; transition-specific, competency-based curriculum that integrates computer applications with all curricula concepts; academics presented through contextual, authentic teaching strategies; and performance-based, authentic student assessments. Student placement is determined by student and parent interviews and career interests, aptitude, and achievement assessments. The transition curriculum is an integrated, circular continuum of academic skills, career/employability skills, and the Secretary's Commission on Achieving Necessary Skills competencies. Academic core content is organized into five coherent, sequential, competency-based strands: applied communications, applied mathematics, life management education, applied solutions, and career and employability skills. Mastery of specified core content competencies is the prerequisite for entering the local high school's Career and Technology Work Programs or Special Education Vocational Work Program. Teachers act as facilitators of activity-based, applied learning pedagogy. Other aspects of the academy are business partnerships, attendance standards, effort standards, and community-based learning opportunities. (20 references) (YLB)

ED 416 421 CE 075 983

Olson, Jerome A.; Schexnayder, Deanna T.; O'Shea, Daniel P.
Participation Patterns and Program Impacts of Hawaii's JOBS WORKS! Demonstration Project.
SPONS. AGENCY- Hawaii State Dept. of Human Services, Honolulu.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demonstration Programs; Employment Patterns; *Employment Programs; Federal Legislation; Income; Job Placement; *Job Training; *Program Effectiveness; Program Evaluation; *State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Hawaii; *Job Opportunities and Basic Skills Program

A study of Hawaii's JOBS WORKS! waiver demonstration project determined its influence on participant self-sufficiency and receipt of Aid to Families with Dependent Children (AFDC). Hawaii received a waiver to lift the 8-week federal limitation on upfront job search, operate on less than a statewide basis, require 18 hours of work, and secure matched federal funds for implementation. About 6,000 individuals in the Job Opportunities and Basic Skills Program (JOBS) were randomly assigned to experimental or control groups. JOBS WORKS! offered immediate job search and readiness activities and job development and placement services to AFDC recipients waiting for openings in JOBS activities. Data were from administrative records of the Hawaii Departments of Human Services and of Labor and Industrial Relations. Self-sufficiency measures included employment rates, length of employment, amount of total earnings, and total family income. AFDC measures included average amount of benefits, exit and recidivism rates, use of

Structure; Textbook Evaluation; Textbook Research
IDENTIFIERS- Learning Environments

Two studies (which followed up a 4-year longitudinal study) examined the impact of hypertext on students' learning in science and English classes. The first study compared the impact of HyperCard stacks and regular textbook presentations of ideas in biology on ninth-grade students assigned to study these materials. Students in the second study, 10 ninth- or tenth-grade students, developed their own HyperCard stacks and regular texts for projects in science and English courses. Data included interviews, videotaped observations of project development, and outcome and process measures. Results indicated that (1) students suggested that the hypertext offered alternatives to standard print texts; (2) students considered HyperCard projects more interesting than conventional texts and assignments; (3) HyperCard texts create by students contained more main ideas, enlisted more illustrations, were more multilayered, and provided clearer links between illustration and the text; (4) hypertext allowed a flexible exploration of ideas across several layers simultaneously; (5) students were motivated to explore its possibilities and were willing to share new findings with other students; and (6) the use of hypertext supported the acquisition of complex ideas and relations between those ideas involving science tasks, but not, apparently, those involving English tasks. Findings suggest that students view the advantages of the hypertext as allowing a way to "architecture" a space that affords different engagement for others. (Contains 16 references and 4 tables of data; appendixes contain a total listing of student interview questions, and an example of a debriefing interview analysis summary chart.) (RS)

ED 416 440 CS 012 993

McGee, Alice E.; Weinstein, Rachel S.
Teach Me To Read: A Practical Guide to Teaching Reading. Series of Caribbean Volunteer Publications, No. 23.
PUB DATE- 96
NOTE- 59p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Educational Games; Foreign Countries; Learning Activities; *Mathematics Instruction; *Phonics; Primary Education; Reading Aloud to Others; *Reading Instruction; *Reading Readiness; *Reading Skills; Sight Vocabulary

This practical guide to teaching reading offers activities to teach reading readiness and mathematics. It also discusses the reasons for reading to children, teaching phonics, and using the basal reader. The section on reading readiness focuses on the importance of such skills, and specific reading readiness skills such as visual discrimination, auditory perception, sense of touch, and movement. The section on mathematics instruction presents activities to help students in classifying, sequencing, and number skills. After a brief section on the importance of reading aloud to children, the next section presents several methods for teaching phonics. The last section presents 31 activities that can be used with basal readers. A basic sight vocabulary of 220 words and additional games and activities are attached. (RS) professional journals. The authors of these articles agreed that: (1) children must be given phonemic awareness instruction, which encourages a conscious awareness of individual sounds; and (2) children must then learn cuing strategies to decode text and comprehend the material they have read. The focus on teaching phonemic awareness and providing a balanced literacy program is crucial in the primary grades. Primary teachers need to be reminded that the goal in teaching children to read is to give their students the skills necessary to derive meaning from text. (CR)

ED 416 460 CS 013 070

Hiebert, Elfrieda H.; Raphael, Taffy E.
Early Literacy Instruction.
PUB DATE- 98
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Childrens Writing; *Early Childhood Education; *Emergent Literacy; Evaluation Methods; *Family School Relationship; Oral Language; *Reading Instruction; Student Evaluation; Teaching Methods; Writing Instruction
IDENTIFIERS- Alternative Assessment

Designed for teachers, parents, and teacher educators who are looking for an accessible text on the topic of learning to read, this book's comprehensive scope encompasses standards for early literacy instruction, instructional strategies, alternative assessment procedures, strategies for making connections, and ways to integrate children's home literacy into the classroom. Each chapter begins with a set of vignettes, which are windows into the thinking, reading, and writing of young children. The book presents a balanced perspective of literacy instruction--it balances among the language arts, between holistic literacy activity and specific skill development, and between a school-to-home and home-to-school connection. Chapters in the book are: (1) Beginning the Process: Understanding the Perspective; (2) How Do Young Children become Literate?; (3) What Do Young Readers and Writers Learn in Becoming Literate?; (4) The Oral Language Patterns of Early Literacy Classrooms; (5) The Texts of Early Literacy Classrooms: Texts Children Read; (6) The Texts of Early Literacy Classrooms: Texts Children Write; (7) The Learning Contexts of Early Literacy Classrooms: Events, Lessons, and Activities; (8) Assessment in Early Literacy Classrooms; (9) Connecting Early Literacy Classrooms to Literacy Communities in and beyond the School; (10) Connecting to Children's Homes and Communities; and (11) Connecting to Communities of Early Literacy Teachers. Contains a list of approximately 200 children's books, and approximately 250 references. (RS)

ED 416 461 CS 013 071

Shanker, James L.; Ekwall, Eldon E.
Locating and Correcting Reading Difficulties. Seventh Edition.
PUB DATE- 98
NOTE- 542p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Results indicated that all clients were satisfied with the objectives focused on in their conferences and thought they could immediately apply to their school work what they had learned. There cannot be a single evaluation design for writing centers, but there can be a variety of sound, practical, small-scale evaluation schemes planned, executed, revised, and reported for possible use by others. (Contains 29 references and three tables of data. An appendix contains the questionnaire for the telephone survey.) (RS)

ED 416 480   CS 216 185

Karloff, Kim E.
You Be the Editor: A Three-Year Study of Student Journalists and the Rape Victim Identification Debate.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Journalism Education; Journalism Research; Longitudinal Studies; *News Reporting; *Rape; Student Attitudes; Student Surveys; Undergraduate Students; *Victims of Crime
IDENTIFIERS- *Editorial Policy; Journalists; *Rape Victim Identification; University of Iowa

A study, framed by the basic research and course discussion questions in the Newswriting and Reporting course at the University of Iowa's School of Journalism and Mass Communication, asked whether rape/sexual assault victims should be named in the press and also examined how these future journalists might rewrite newsroom policy on naming names. The study was a 3-year, 6-course study of 92 reporting students; 56 were female and 36 were male, and the majority were under the age of 30. Findings suggest that future journalists are already addressing the rape victim identification dilemmas outlined by scholars such as Helen Benedict, Jay Black, Carol Oukrop, and others. The study showed that students are familiar with the identification issues and with policy arguments both for and against publication of rape victim identities. They are also privy to the rape myths that Helen Benedict outlines in "Virgin or Vamp: How the Press Covers Sex Crimes." Nearly 70% of students surveyed (50% of males and 78% of females) said that rape victims can be identified but only if the victim asks to be named or consents to be named, is well known, or has been murdered. (Contains seven tables of data and 26 footnotes.) (NKA)

ED 416 481   CS 216 186

Levin, David
Institutional Concerns: Supporting the Use of Internet Discussion Groups.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Curriculum Development; *Distance Education; Faculty Development; Higher

IDENTIFIERS- *Professional Writing; Video Tape Production; Writing Contexts; *Writing for Video

Based on the premise that writing for video is not like writing for text, this guide tells the writer how to create a video script that turns particular ideas into powerful and effective video. Defining a video script as a "blueprint for a video," the guide takes the writer step-by-step through the entire process of creating a video. Chapters in the guide are: (1) "What Is a Script?"; (2) "First Things First"; (3) "Gathering Information"; (4) "Organizing Your Information"; (5) "Information to Video"; (6) "First Come the Pictures"; (7) "Adding the Sound"; (8) "Basic Structure"; (9) "Writing the Treatment"; (10) "Writing the First Draft"; (11) "Writing the Final Draft"; and (12) "Money Matters." Appendixes contain a preliminary information form to be used with potential clients; an example of transitions--a sequence that illustrates the use of transitional devices; a sample video treatment; and a sample shooting script. Also attached is a glossary of video production terms and a list of books about informational scripting. (NKA)

ED 416 500 CS 216 223

Gleason, Katherine
Native American Literature. The Junior Library of American Indians.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian Literature; *Authors; Childrens Literature; Cultural Context; Intermediate Grades; *Literary History; Middle Schools; *North American Literature; *Oral Tradition; Painting (Visual Arts); Tribes
IDENTIFIERS- *Native Americans; Oral Literature

This book introduces young readers to the world of Native American literature. The book traces the songs, chants, and ancient stories of the Native American spoken tradition that had existed for thousands of years before Europeans came to America up to the present time, when Native American writers continue to explore both their heritage and their contemporary experiences and visions in novels, poems, and plays. Chapters in the book are: (1) "The First American Authors"; (2) "The Oral Tradition"; (3) "Early Writers"; (4) "Indian Writers 1900-1967"; and (5) "Literary Explosion: 1968 to the Present." A picture essay illustrates the painting tradition of Native Americans. A glossary of relevant terms and a chronology are also included. (NKA)

ED 416 501 CS 216 224

Stein, Mary G.
Strategic Learning: The Implications of Language in Successful Math Problem-Solving.
PUB DATE- 98
NOTE- 40p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Research; Classroom Techniques;

Characteristics; Mass Media; *Mass Media Use; Media Research; Models; Questionnaires; *School Community Relationship; *Student Interests; Surveys
IDENTIFIERS- *Community Attachment; *Local Media

A study of the relationship between two distinct, yet intertwined populations (a university community and its surrounding community), their media use, and the ties they have to their respective communities moves research in this area forward both theoretically and methodologically. The study examined three university mass media: newspaper, television, and radio; and also considered other mass media forms, including posters and the campus Internet. The study investigated the way these two populations use the media and the effect the media have on the community attachment students have toward the university community and the community attachment residents have toward their local community. The campus media serve about 20,000 students at this southwestern university, where most are continuing students and only 1,078 live on campus. A random sampling of local residents (n=135) was chosen as respondents, and student respondents (n=164) were also chosen randomly. Questionnaires asked a series of questions to both groups about media use and results were compared. Comparisons revealed that students tend to use television and newspapers less than local residents, but students use their own university-based newspaper more than residents. A methodological goal accomplished was the modeling of media use and community attachment. The 10 models analyzing the impact of the types of media use on student and resident communities not only helped to support prominent ideas of communication and community, but also made some advancement, such as including a larger number of media forms in the analysis of community attachment. (Contains 25 references and 2 tables of data.) (NKA)

ED 416 522 CS 509 717

Foster, Brent M.
Audio Production and Performance for the Broadcast Educator: An Annotated Bibliography.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Communications; *Audiovisual Instruction; Broadcast Industry; *Broadcast Journalism; Internet; *Journalism Education; *Mass Media; Production Techniques

This 44-item annotated bibliography is designed for educators interested in learning of the resources available concerning theory and practice in audio production and performance. It lists books, Internet sites, audiovisual materials, and periodicals published or appearing between 1978 and 1997. (RS)

ED 416 523 CS 509 718

Moyer, Barbara S.; Hugenberg, Lawrence W.
Using Research To Justify Instruction in the Basic Communication Course.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

IDENTIFIERS- Oral Presentations

Peer feedback by students, both positive and negative, has proven to be helpful to many public speaking educators. Asking students to design their own evaluation sheets can not only guarantee the numbers of evaluations they receive, but also assist them to do more audience analysis during the preparation process for their speeches. In designing his or her own evaluation sheets, each speaker is asked to use questions he or she wants to ask the audience. The speaker then makes enough copies for the class and brings them on the speech dates to distribute among the class before the presentation. Students show more enthusiasm giving feedback to individual speakers on different kinds of evaluation sheets. They write down comments and suggestions, which are friendlier in tone. More important, designing their own evaluation sheets encourages students to think more when preparing their presentations. (Contains three references.) (CR)

ED 416 543 CS 509 740

Zolten, Jerry

E-Mail Bonding: Making the Most of Electronic Communication between Teacher and Student.

PUB DATE- 97

NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Apprehension; Course Descriptions; *Electronic Mail; Higher Education; Instructional Effectiveness; *Introductory Courses; *Public Speaking; Shyness; *Teacher Student Relationship

IDENTIFIERS- Technology Integration

An instructor's idea of using required e-mail as a communication link with students in the basic public speaking course sprang from his work with Gerald M. Philips in the pioneering reticence program he developed at Penn State University in the 1970s and 1980s. The instructor's focus in teaching a basic communication course has always been more on pre-planning and organizational skills than the mechanics of performance. Two problems seem to consistently surface: learning what difficulties students have in mapping out the logic of the initial structural plan; and identifying and ultimately helping reticent students. For the course, a required e-mail consultation serves as a prelude to assignments. Advantages are that: (1) communication is instantaneous; (2) required e-mail due dates forces students to think out a game plan and preliminaries; (3) e-mail provides teacher and student with a visible record of the exchange; (4) e-mail has the quality of anonymity and privacy that makes it more likely students will be forthcoming about their fears and concerns relative to upcoming assignments; and (5) e-mail can function as a cyber-suggestion box. Flaws include students failing to respond and teachers being overwhelmed with e-mail. E-mail has proven to be a satisfying way to create a bond of communication with students, especially reticent students. (Appendixes contain the syllabus and a series of e-mail exchanges.) (RS)

ED 416 544 CS 509 741

ED 416 562 EA 028 835

Houston, Paul D.
Articles of Faith & Hope for Public Education.
PUB DATE- 97
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrative Organization; *Administrators; Change Strategies; Educational Assessment; Educational Innovation; *Educational Needs; *Educational Objectives; Elementary Secondary Education; *School Administration

America's common schools are at a crossroads. This collection of speeches, articles and columns, written by the executive director of the American Association of School Administrators (AASA), between 1994-1997, addresses many of the issues today. The overriding theme is the need to preserve common schools, which are presented as the key instrument for preserving democracy. Many of the articles address public perceptions of public education and how many times these perceptions do not reflect reality. The various ideas include: the world's respect for American education; rising SAT scores; the important role of school management; the mistaken intent of many reform policies; competition of public schools from private schools; the downside of block grants; how to use data and dialogue to correct misperceptions of public education; the importance of leadership in education; the growth of rural schools; the demands in public finance; the needs of students; the need for teamwork; at-risk children; the role of school standards; the importance of students in solving problems; the challenges facing high-poverty districts; the need to look at achievement rather than scores; the goals for public education; and the importance of allowing the public to participate in school decisions. (RJM)

ED 416 563 EA 028 848

Burrup, Percy E.; Brimley, Vern, Jr.; Garfield, Rulon R.
Financing Education in a Climate of Change. Sixth Edition.
PUB DATE- 96
NOTE- 404p.; For third edition, see ED 283 241.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Budgeting; *Educational Finance; Educational Needs; Elementary Secondary Education; Expenditure per Student; Financial Audits; Financial Needs; *Financial Support; *Public Schools; *School Funds; *Tax Allocation; Urban Schools

As the United States prepares for the 21st century, questions regarding the high cost of education have increased in volume. Many of these questions and issues are addressed in this textbook. The text is intended for a beginning course in school finance, but school administrators, teachers, school board members, legislators, and others interested in school finance should find its information useful. The central themes of the book address the adequate financing of urban school districts, legal ways to keep public schools operating in the face of rapidly accelerating costs, and the condemnation leveled at the property tax by many people--in spite of its fundamental role in providing local school revenue. The specific issues covered in the text's 16 chapters focus on the economics of education; financing education equitably; patterns for developing school keys to ready schools. These include smoothing the transition between home and school; striving for continuity between early care and education programs and elementary schools; helping children learn and make sense of their world through curriculum, instruction, and other methods; being committed to the success of every child, especially when dealing with poverty and race; being committed to the success of every teacher and every adult interacting with children at school; introducing or expanding approaches that raise achievement, including prompt interventions and flexible approaches; altering practices and programs if they do not benefit children through the use of retention, redshirting, and other means; serving children in communities; taking responsibility for results; and exhibiting strong leadership. The text includes a list of questions for each of these key approaches so as to help schools gauge their progress. (RJM)

ED 416 583 EA 028 910

Garet, Michael; Chan, Tsze H.; Sherman, Joel D.
Estimates of Expenditures for Private K-12 Schools. Working Paper Series.
PUB DATE- 95
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Comparative Analysis; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; National Surveys; Parochial Schools; Private Education; *Private Schools; School Funds

In recent years, educational policy makers have expressed increased interest in information about private elementary and secondary school expenditures. However, there is currently no national data collection of the finances of this school sector. A study was initiated for three main purposes: to determine the extent to which expenditure data are routinely collected by private school associations, to draw on the data available from private school associations so as to develop preliminary national estimates of such expenditures, and to determine whether the associations' surveys provide an accurate assessment of national estimates of expenditures or whether additional sources of data are required for this purpose. Data from three associations were acquired and analyzed (National Catholic Education Association, Lutheran Church--Missouri Synod, and the National Association of Independent Schools). Estimates of private school expenditure are broken down by total expenditures, estimated expenditures by sector, and estimated capital expenditures. It was estimated that the total operating expenditures for the roughly 26,000 private schools in the United States were between $16.4 and $17.7 billion in 1991-1992. It was concluded that precise estimates of private school expenditures cannot be obtained by relying solely on data provided by private school associations because most associations do not collect data on school finance. Seven appendices detail the private school associations contacted, sample estimate of average per-pupil expenditures, and other information. (RJM)

ED 416 584 EA 028 911

Isaacs, Julia B.; Garet, Michael S.; Sherman, Joel D.
Strategies for Collecting Finance Data from Private Schools.

teachers, librarians, or consultants who are concerned with helping children develop an understanding and an ease with people who are different, especially people with disabilities. The book includes materials to be used in sensitivity and awareness discussion sessions based on 12 Turtle Books, a series of storybooks written about children with disabilities. Activities for each session fit within an hour and include basic facts about some of the more common disabilities students who will be included in regular classrooms may have. The material is designed to provide an opportunity for students to discuss feelings and to ask and answer questions about disabilities and the circumstances causing various disabilities (The Person Comes First, What Are Disabilities, Fair and Square, How about a Hug, When I Grow Up). Each session explores the similarities between the child with the disability and children who do not have disabilities and has suggestions for activities for kindergartners, elementary children, and middle school children to reinforce the learning that has taken place. Twelve take-home activity sheets are also included. General background information is provided that explains different types of disabilities, along with hints for making discussions more effective. The guide concludes with seven additional stories and a list of resource organizations. (CR)

ED 416 602 EC 306 150

Dwyer, Kathleen M.
What Do You Mean I Have a Learning Disability?
PUB DATE- 91
NOTE- 43p.; Photographs by Barbara Beirne.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; *Coping; *Disability Identification; *Educational Strategies; Intermediate Grades; *Learning Disabilities; Outcomes of Treatment; *Self Concept; *Self Esteem; Student Characteristics; Symptoms (Individual Disorders)

This children's book tells the story of 10-year-old Jimmy who is having problems at school and believes he is stupid. After a parent-teacher conference, he is tested and found to have a learning disability. The book discusses the characteristics of learning disabilities and the help Jimmy receives from a tutor. It concludes with Jimmy performing successfully on a social studies test. A list of famous people with learning disabilities and resource organizations is also included. Black and white pictures accompany the text. (CR)

ED 416 603 EC 306 151

Roberts, Richard N.; Rule, Sarah; Innocenti, Mark S.
Strengthening the Family-Professional Partnership in Services for Young Children.
PUB DATE- 98
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Case Studies; Children; *Delivery Systems; *Disabilities; Elementary Secondary Education; Family Needs; *Family Programs; *Family School

Inservice Teacher Education; Parent Education; Primary Education; *Self Esteem; Student Development; Talent; *Talent Identification; Teacher Attitudes; *Thinking Skills
IDENTIFIERS- Kentucky

This final report describes accomplishments of Project Discovery, a 3-year project in Kentucky to assist teachers in creating an innovative learning environment for gifted and talented primary-aged children. Major goals focused on and achieved by the project included: (1) increasing the percentage of disadvantaged students identified as gifted in each of the 13 participating districts; (2) improving teachers' attitudes, knowledge, behavior, and skills in the recognition and nurturing of giftedness in primary-aged children; (3) maintaining or increasing students' self-esteem and increasing their creative thinking, critical thinking, and problem-solving skills; and (4) increasing parents' knowledge and confidence in recognizing and nurturing giftedness in their children. Individual sections of the report provide a description of accomplishments pertaining to each goal and objective; demographic information; a listing of project products; data showing baseline and post-project profiles of gifted identification in participating districts; a listing of areas of giftedness served; a listing of professional development workshops conducted by the project; the project's plan of operation; a list of resources for research with primary-aged children; a directory of the 24 participating schools; summaries of interviews with Project Discovery teachers; and an analysis of student achievement data. (DB)

ED 416 621 EC 306 172

Espe-Sherwindt, Marilyn; Kerlin, Sandra L.; Beatty, Christina L.; Crable, Suzanne
Parents with Special Needs/Mental Retardation: A Handbook for Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Developmental Disabilities; *Disabilities; *Early Intervention; Individualized Family Service Plans; Infants; Inservice Education; Mental Retardation; *Parent Education; *Parents with Disabilities; Program Development; Program Evaluation; Program Implementation; Social Support Groups; Technical Assistance
IDENTIFIERS- Ohio

This handbook provides guidelines for implementing an early intervention model, the Parent Infant Nurturing Group (PING), for infants with or at risk for developmental disabilities born to high-risk parents (special needs or with mental retardation). The handbook is a product of Project CAPABLE (Communities Assisting Parents To Be ABLE), a statewide project in Ohio which has provided inservice training, ongoing technical assistance, and replication services to over 800 service providers. The handbook is organized into five chapters. Chapter 1 focuses on the underlying intervention philosophy, the basic goals and objectives of early intervention with families where parents have special

Research findings on PBS from 1985 through 1996 are summarized. The next article describes the Family Connection, a project that disseminates information to families on research concerning PBS through publications and a toll-free number. A listing of state training team coordinators is provided, followed by an article on stakeholder perspectives based on the input of 12 focus groups. The next article reports on a research study that examined the perspectives of 86 parents of children with disabilities and challenging behaviors. Characteristics of a model statute on positive behavioral support are then listed and explained. Three stories of individuals and families illustrate the practical application of PBS. The final two articles explain the functional assessment of behavior and list 10 ways to support a person with challenging behavior. (DB)

ED 416 640 EC 306 199

West, Thomas G.
In the Mind's Eye: Visual Thinkers, Gifted People with Dyslexia and Other Learning Difficulties, Computer Images and the Ironies of Creativity. Updated Edition.
PUB DATE- 97
NOTE- 397p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Computers; Creativity; Dyslexia; *Gifted Disabled; *Learning Disabilities; Neurological Impairments; Nonverbal Learning; Spatial Ability; *Technological Advancement; Verbal Development; *Visual Learning; Visualization

This book presents research on how some innovations in computer visualization are making work and education more favorable to visual thinking. The book exposes many popular myths about conventional intelligence through an examination of the role of visual-spatial strengths and verbal weaknesses in the lives of 11 gifted individuals, including Albert Einstein, Winston Churchill, Thomas Edison, Leonardo da Vinci, and others. It cites research in neuroscience that shows a link between visual talents and verbal difficulties and also discusses new developments in computer technology which herald a significant shift toward the increased use of visual approaches throughout the economy. Specific chapters address dyslexia and learning difficulties from the inside; constellations of traits and some neurological perspectives; speech and nonverbal thoughts; patterns in creativity; images, computers, and mathematics; and patterns, implications, and possibilities for the future. An updated bibliography and expanded resource list are included, which provide contact information for both national and international organizations relating to computer graphics and visualization, dyslexia, creativity, and neuroscience. A gallery of visual images supporting the discussions is also included. (Contains over 600 references.) (CR)

ED 416 641 EC 306 200

Steere, Daniel E.
Increasing Variety in Adult Life: A General-Case Approach.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

parents and others can do to help the individual to grieve a loss and steps to take in teaching about death that will prepare people with mental retardation about the inevitable deaths of family members and friends. Last, the booklet uses a question and answer format to provide guidance on various situations regarding death and grieving. Community resources and other materials are listed at the end of the booklet. (CR)

ED 416 661 EC 306 234

Educational Rights of Parents under Provisions of the Individuals with Disabilities Education Act Including the Amendments of 1997 (Special Education).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; Discipline; *Due Process; *Educational Legislation; Elementary Secondary Education; Legal Responsibility; Parent Participation; *Parent Rights; Private Schools; *Public Education; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act; *Individuals with Disabilities Education Act Amend

This pamphlet describes the educational rights of parents provided under provisions of the Individuals with Disabilities Education Act, including the amendments of 1997. It discusses rights in the following areas: (1) free appropriate public education; (2) prior notice to parents, including a list of the information required to be in a notice that the school must send if it is proposing or refusing to change a child's program; (3) parent consent, which requires written permission before conducting a preplacement evaluation, reevaluation, or placement in special education programs; (4) independent educational evaluation, which allows parents to require an independent evaluation if they disagree with the school's evaluation of their child; (5) educational surrogate parents; (6) student records, which allows parents to see or request copies of their child's school records; (7) mediation; (8) discipline, which describes the unique procedures and safeguards for disciplining children with disabilities; (9) state complaint procedures; (10) impartial due process hearings; and (11) private school placement. To increase understanding, after each main topic there is a highlighted box that explains parents' rights in plain language. The pamphlet ends with a summary of parents' rights. (CR)

ED 416 662 EC 306 235

Supplemental Security Income: A Bridge to Work. Parent Brief.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

(Canada) public schools is designed to answer frequently asked questions and encourage parent participation in the student's immersion experience. Chapters address these topics: terminology (program types, school types offering immersion programs, other terms); reasons for learning a second language; Canadian immersion education (origins and history of French immersion, early immersion, late immersion, expectations of bilingualism); non-francophone parent assistance to students (preparing the child for immersion, homework, encouraging good study habits, what other immersion parents have learned, learning styles, getting the most from parent-teacher conferences, keeping in touch with the school); reading and writing instruction and practice; the secondary school years and beyond; the importance of French outside school; the unhappy child; identifying and addressing student difficulties; what students and graduates have said about French immersion; French opportunities and resources; and sources of further information. (MSE)

ED 416 681 FL 025 077

Bulkens, Annelies
Some Nominal Stems for "Canoe" in Bantu Languages.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of Computer Assisted Language Learning (27th, Leiden, The Netherlands, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; *Bantu Languages; Comparative Analysis; Contrastive Linguistics; Diachronic Linguistics; Geographic Distribution; *Grammar; *Language Patterns; *Morphology (Languages); Nouns; Uncommonly Taught Languages

An analysis of terminology for "canoe" in Bantu languages first gives some background information on early wooden canoes in Subsaharan Africa, then examines the origins of nominal stems for "canoe" in those languages. It is noted that a nominal stem identified early in the history of Bantu comparative linguistics is found in about 160 of the approximately 200 Bantu languages, but that the problem of the initial consonant has remained unsolved. Phonological and morphological patterns are traced in a number of the languages. It is concluded that in general, Bantu language have conserved the proto-Bantu nominal stem for "canoe." Two main geographic centers of lexical innovation are identified. A map illustrating the distribution of specific stems is included. Contains 32 references. (MSE)

ED 416 682 FL 025 078

Dakubu, M. E. Kropp
Korle Meets the Sea: A Sociolinguistic History of Accra.
PUB DATE- 97
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Languages; Akan; Diachronic Linguistics; English; Foreign Countries; Ga; Hausa; Language Patterns; *Language Role; *Languages; *Multilingualism; Sociolinguistics; *Uncommonly Taught Languages

designed for use by both Russian bilingual and English-monolingual teachers in general and special education. The lessons are cross-referenced to learning and performance standards established for New York City (New York) public schools. Each unit (group of grade-level lessons) focuses on a major cultural theme and uses skills in mathematics, science, social studies, and language arts. Lessons include a learning objective, key vocabulary, list of materials, motivational techniques, presentation procedure, class activities, extension activities, adaptations for special education students, and illustration(s). The third grade unit features "blini," a Russian food, and lessons address measuring skills, the effect of yeast, chemical changes, and related stories, customs, and traditions. The fourth grade unit focuses on the Russian community, with lessons on reasons for immigration, immigration experiences, creation of a collage, and the Russian community in New York City. The fifth grade unit, on Russian flax, contains lessons on use of resources and geography, parts and functions of the flower, and life cycles. The full text of each lesson and exercises is presented in both English and Russian. (MSE)

ED 416 701 FL 025 107

New Beginnings: Ensuring Quality Bilingual/ESL Instruction in New York City Public Schools. Executive Summary and Report of the Chancellor's Bilingual/ESL Education Practitioners' Workgroup and Policy/Research Panels.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; *Bilingual Education; *Educational Policy; Educational Quality; Elementary Secondary Education; *English (Second Language); *Instructional Improvement; *Policy Formation; Program Development; Quality Control; Second Language Instruction
IDENTIFIERS- New York City Board of Education

The report presents a conceptual framework and related strategies designed to help policymakers and practitioners re-examine, and when necessary, rework the basic assumptions and practices defining the educational experiences of bilingual/English-as-a-Second-Language (ESL) learners in New York City (New York) public schools. The report consists of two parts. The first introduces the procedure by which the report was created and the panels of policymakers and practitioners who undertook the project, outlines the guiding assumptions under which they operated, and details recommendations for improvement of bilingual/ESL educational services. The second part presents the conceptual framework for identifying and understanding the interdependent processes and influences that support educational excellence and academic achievement for this population. The second summarizes actions and activities, both within schools and in cooperation with other groups, shown to be successful in promoting educational opportunity and recommended for this purpose in New York City schools. (MSE)

ED 416 702 FL 025 200

Texas Papers in Foreign Language Education, 1995.
PUB DATE- 95
NOTE- 92p.; For individual papers, see FL 025 201-206.
LANGUAGE- English

effectiveness as measured by its impact on adult English-as-a-Second-Language (ESL) teachers and learners. "Crossroads Cafe" is a series of videotape recordings and closely related print instructional materials designed for adolescent and adult ESL learners. The half-hour episodes feature six characters in a neighborhood restaurant, documentary-style segments on cultural themes, and animated segments on language functions. Evaluation of the programs' management looks at project background, humanistic management, promotional strategy, implementation models, teacher training workshop locations, and materials distribution. Assessment of training quality focused on training philosophy, trainer development, workshop components, trainer strengths, and immediate evaluation of workshops. Programs that were part of the follow-up evaluation, interviews with teachers and students, and effective practices were also assessed. Results are summarized here, and recommendations are made for improvement in each of those areas. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 416 723 FL 801 215

Binkley, Marilyn; Matheson, Nancy; Williams, Trevor
Adult Literacy: An International Perspective. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Comparative Analysis; Comparative Education; Definitions; Difficulty Level; Educational Attitudes; *Employment Patterns; Foreign Countries; Income; International Education; Interviews; Language Skills; *Literacy Education; *Occupations; Surveys

The comparison of adult literacy in the United States and in other countries is based on data gathered in interviews with a sample of individuals representative of the population aged 16-65 in twelve countries: Sweden, the Netherlands, Canada, Germany, New Zealand, Australia, the United States, Belgium, the United Kingdom, Ireland, Switzerland, and Poland. Respondents' literacy was measured using 114 literacy tasks found to be valid across cultures and reflecting three domains of literacy: prose, document, and quantitative. An introductory section gives background information on the study, definition of literacy, and methodology used in the survey. Subsequent sections contain the findings, in tables and narrative, concerning: national literacy averages and distribution of literacy skills at five levels; the relationship of literacy to employment status (unemployed, employed, out of workforce, student), occupational status (professionals, managers, technicians, clerical, sales/service, skilled craft, machine operators, agricultural/primary), and income, and the importance of literacy to individuals. Contains three references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 416 724 HE 030 770

Beck, Susan E.; Ormand, Brian
Making the Leap to Hyperspace in Distributed Learning.
PUB DATE- 97

concludes by noting that although it is too soon to tell whether performance funding is a fad or trend, the desirability of performance funding, in theory, is equaled by its difficulty in practice. (MDM)

ED 416 744 HE 030 790

Ware, Thomas E., Jr.; Miller, Michael T.
Current Research Trends in Residential Life.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *College Housing; Dormitories; Educational Attitudes; *Educational Research; Higher Education; *Quality of Life; School Holding Power

This paper reviews the literature on the role that campus residential life plays in the life of college students. While some researchers have concluded that living on-campus or off-campus has little affect on student academic achievement (Bliming, 1989; Bowman and Partin, 1993), others have expressed that on-campus living produces students with better critical thinking skills (Pascarella et al., 1993). Some investigators have examined the quality of life in residence halls (Hendershott et al., 1992), a special program for single mothers at Texas Woman's University (Chater and Hatch, 1991), and the retention of African-American students based on residency (Galicki and McEwen, 1989). The paper notes an interesting theme of the current literature base on collegiate residential housing is the lack of consistency in the findings. Also noted is the relative anonymity of housing programs and professionals in the field. However, the paper concludes that despite inconsistencies in the literature and in the body of research, residence halls can play an important role in the academic success of college students. (MDM)

ED 416 745 HE 030 800

Roberts, Helen R.
Evaluating Student Outcomes Assessment in the California State University.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 87p.; Appendix D contains light print. Appendix F missing from this copy. Appendix G previously entered in ERIC as ED 363 227. Appendix H is non-print (videotape) component, not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Demonstration Programs; Evaluation Methods; Higher Education; *Program Evaluation; Qualitative Research; *Student Evaluation
IDENTIFIERS- *California State University

This final report describes activities and achievements of a two-year qualitative study to determine factors that contribute to successful campus implementation of student outcomes assessment by evaluating 15 student outcomes assessment pilot projects in the California State University system. Data sources included the evaluation reports from each of the pilot projects, interim and final project reports, interviews with project directors,

(1) strengthen institutional cost control; (2) improve market information and public accountability; (3) deregulate higher education; (4) rethink accreditation; and (5) enhance and simplify federal student aid. "Cost" is defined as the expense a college incurs to deliver education to a student, and "price" means the portion of those costs students and families are asked to pay. Information was obtained for the period 1987-96 on costs, prices, and generalized subsidies for public and private four-year colleges and universities and for public two-year colleges. College affordability was assessed based on trends in family income and the amount students pay for college after financial aid. The following factors were reviewed to trace their impact on rising costs and prices: financial aid; changes in the composition of students, faculty, and administrators; facility expansions; increased use of technology in higher education; increased costs of accreditation and compliance with regulations; and changing expectations about quality. Appended materials include an agenda of additional issues called: "The Unfinished Agenda", technical notes, biographical information on the commissioners and a list of meeting places and dates, reference material consulted, a list of consultants, and supplementary research materials with over 100 statistical exhibits related to such issues as enrollments, net price, expenditures, tuition, faculty workload, federal, state, and local regulations, and adequacy of financial aid. (SW)

ED 416 763   HE 031 009

Mulvey, Patrick J.; Nicholson, Starr
Enrollments and Degrees Report.
PUB DATE- 98
NOTE- 14p.; For previous edition, see ED 392 343.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; *Astronomy; *Bachelors Degrees; Black Students; Cooperative Education; *Doctoral Degrees; *Enrollment Trends; Graduate Study; Higher Education; Hispanic Americans; Interdisciplinary Approach; *Masters Degrees; Minority Groups; National Surveys; *Physics; Racial Differences; Sex Differences; Trend Analysis; Undergraduate Study
IDENTIFIERS- African Americans

This report presents the results of a 1995-96 survey of U.S. colleges and universities offering doctoral, master's, and bachelor's degrees in physics and astronomy, focusing on degree production and current student enrollment. The survey found that first-year graduate student enrollments for 1996-97 declined by 2.5 percent from the previous year. Ph.D. production for 1995-96 (1,438) was down 3 percent from the high 2 years prior. Physics bachelor degree production continued to decline, with the class of 1995-96 totaling 4,156 degrees. Recently, attention has focused on master's programs in physics as a means of making physics students more marketable in the industrial work force. However, few master's programs offer such curriculum options as co-ops, internships, or interdisciplinary degrees. The 72 degree-granting astronomy departments conferred 126 doctorates and 181 bachelor's degrees on the class of 1995-96; these programs attract fewer foreign students and a larger proportion of women than their physics counterparts. The representation of minorities among physics degree recipients has not changed in recent years. At all

Ballara, Marcela
Gender Approach to Adult Literacy and Basic Education.
PUB DATE- 96
NOTE- 8p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 168, 171, 180, 183, 187, and CS 012 996, CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Literacy; Developing Nations; Economic Development; *Economically Disadvantaged; Females; Foreign Countries;* *Literacy Education; Poverty; Program Design; Program Development; Rural Areas; *Sex Discrimination; Sex Fairness; *Womens Education
IDENTIFIERS- *Gender Issues

Women's literacy rates have improved in nearly all countries for which data are available. However, discrimination in access to education starts in early childhood and tends to continue throughout women's lives. Reproductive, productive, and community roles are considered family responsibilities to be assumed by women. Because these activities usually take most of their daily time, women can seldom attend educational activities. Other obstacles are husbands' opposition, religious beliefs, poverty, and the patriarchal ideology. Government programs make no distinction between men and women and contain a gender approach--one that presents women performing traditional roles. Educational activities are organized in places and with timetables unsuitable for women's and girls' regular attendance. Women's nongovernmental organizations organize literacy activities that use a feminist approach and focus on women's conditions and situations, practical needs, and strategic interest. Women's attendance would definitely increase if facilities are created to ease their workload while they attend the courses. Introducing a gender approach means to include such topics as the following: gender relations; social individuals' plurality; autonomy; family, community, and society relationships; and participation in the development process. Implementation of educational activities should include organizing subgroups of the main group. Research is needed on what gender issues to introduce, how, and when. (Contains 13 references.) (YLB)

ED 416 307 CE 075 180

Park, Rosemarie J.
The Role of Literacy Training in NGOs' Efforts To Improve the Self-Sufficiency of Rural Indian Women.
PUB DATE- 96
NOTE- 17p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 168, 171, 173, 183, 191 and CS 012 996, CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Developing Nations; Empowerment; Foreign Countries; *Individual Development; Job Training; *Literacy Education; Program

percent females). Today, there is still a disparity between males and females in technology education and other technical fields. Among technology teachers, only about 7 percent are female. In most high school subjects the gender differences are striking, with less than 15 percent female enrollment in technology courses. Middle school data, however, show gains in female students in the technical fields. In higher education, more females than males are earning associate's and bachelor's degrees, whereas the reverse is true for doctoral degrees and professional degrees. Far more males than females are earning degrees in the technological fields. Although technology education has come a long way in 75 years, much more progress needs to be made in making technology education acceptable and accessible for girls and women. (Contains 13 references and a gender quiz with answer key.) (KC)

ED 416 326 CE 075 699

Rader, Wendy
Communication Skills for the Cosmetology Industry.
SPONS. AGENCY- College of the Desert, Palm Springs, CA.
PUB DATE- 97
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Communication Skills; *Cosmetology; Course Content; Employment Interviews; Employment Potential; Job Application; Job Search Methods; Job Skills; *Limited English Speaking; Teaching Methods; *Workplace Literacy; Workshops

This teaching guide contains materials for 24 2-hour lessons for people with limited English proficiency who are seeking a job in the cosmetology industry or seeking enrollment in cosmetology courses. The course is intended to improve students' abilities to communicate orally with customers in a cosmetology setting and to improve job seeking and interview skills. The course contains the following sections: (1) social communication; (2) understanding instructions--repetition and confirmation; (3) consultation--advising, suggesting and recommending; (4) responding to complaints and apologizing; (5) job interviews; and (6) employment applications. Within the sections, class lesson plans include objectives, activities, lists of materials and resources, teacher's notes, class agenda, and student worksheets. Tests with answers and a course evaluation also are included. (KC)

ED 416 327 CE 075 702

Literacy Materials Bulletin 9-16.
SPONS. AGENCY- British Columbia Dept. of Education, Skills, and Training, Victoria.; British Columbia Ministry of Skills, Training and Labour, Victoria.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 97
NOTE- 198p.; For numbers 1-8, see ED 367 782.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Aging (Individuals); *Family Literacy; Fiction; Foreign Countries; High Interest Low Vocabulary Books;

ED 416 345 CE 075 765

Kissam, Ed; Dorsey, Holda
Issues Relating to Women's Immigration Status. Tierra de Oportunidad Module 8. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 40p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; English (Second Language); Federal Legislation; Functional Literacy; *Immigrants; *Immigration; Integrated Curriculum; Learning Modules; Lesson Plans; *Literacy Education; Nonprofit Organizations; Problem Solving; Resource Materials; *Womens Education; World Wide Web
IDENTIFIERS- *California; *Immigration Law; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on issues related to women's immigration status. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points regarding immigration law and married women, immigration law and battered women, and immigration status and access to education and health care); sample learning activities; list of World Wide Web and organizational resources; sample lesson plan; transparency masters; student activities; excerpts from U.S. immigration law; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: research immigration law language; discuss family unity provision, analyze women's immigration issues; verify information on immigration issues; review potential effects of immigration status; and find solutions to a problem. Included in the sample lesson are the following: objectives, description of the module's target audience and context, room setup guidelines, list of items needed and media used, and detailed instructions for completing the steps involved in conducting the lesson. (MN)

ED 416 346 CE 075 766

Kissam, Ed; Dorsey, Holda
Renting a Place to Live. Tierra de Oportunidad Module 9. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 47p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Civil Rights Legislation; *Contracts; English (Second Language); Federal Legislation; *Functional Literacy; *Housing; Immigrants; Integrated Curriculum; Learning Modules; Lesson Plans; *Literacy Education; Nonprofit Organizations; Numeracy; Problem

Kissam, Ed; Dorsey, Holda
Children's Changing Roles. Tierra de Oportunidad Module 28. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 33p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; Child Behavior; *Child Development; Child Responsibility; *Child Role; *Cognitive Style; English (Second Language); *Family Environment; Family Role; Immigrants; Learning Modules; Lesson Plans; Literacy Education; *Parent Child Relationship
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses children's changing roles. It is designed to help parents to support their children's roles--becoming bicultural, being learners, and creating oneself. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: discuss how to support children's learning; identify learning styles; visualize the home as a learning center and describe things to do; and list activities to enhance the children's development. (YLB)

ED 416 366 CE 075 786

Kissam, Ed; Dorsey, Holda
Becoming a Citizen. Tierra de Oportunidad Module 29. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 30p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; *Citizenship; *Citizenship Education; *Decision Making; English (Second Language); Immigrants; Learning Modules; Lesson Plans; Literacy Education
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on becoming a citizen. It is designed to teach immigrants the requirements for applying for naturalization, how children become citizens, and the complex legal definition of "good moral character." The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching

Grant. October 1994-January 1998.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 44p.; For related documents, see CE 075 859-860.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; *Caregivers; Chronic Illness; Diseases; *Home Health Aides; Hospitals; *Interpersonal Competence; *Job Skills; Learning Activities; Learning Modules; Long Term Care; Medical Services; Nursing; Nursing Homes; Older Adults; *Outcomes of Education; Program Effectiveness; Residential Care; Self Evaluation (Individuals); Terminal Illness; *Workplace Literacy

The Home Care Challenge was a 4-year National Workplace Literacy Grant project conducted by Carroll Community College in partnership with Carroll Hospice, Carroll Lutheran Village, and Home Call to provide workplace literacy education for health care workers in these agencies. The project's goals were as follows: improving reading fluency, problem solving, and critical thinking skills; upgrading reporting and documentation skills; improving communication skills; and promoting self-esteem, career development, and team building. To address these goals, an integrated curriculum was built around four issues central to health care providers: personal role, role of caregivers, interpersonal competence, and job skills. The curriculum (not included in this document) consists of numerous learning activity packets on these topics that could be studied independently with help from instructors. An external evaluation showed that the participants made strides toward becoming professional team players, increased their self-esteem, and increased their communication and job skills. The evaluation suggested that an important element is a creative, caring, inclusive staff that is not discouraged by erratic attendance. (KC)

ED 416 386 CE 075 859

Home Care Challenge Curriculum: Personal and Role of the Caregiver.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 681p.; For related documents, see CE 075 858-860.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes; *Caregivers; Chronic Illness; Diabetes; Diseases; *Home Health Aides; Hospitals; Interpersonal Competence; *Job Skills; Learning Activities; Learning Modules; *Long Term Care; Medical Services; Nursing; Nursing Homes; Older Adults; Residential Care; *Self Evaluation (Individuals); Terminal Illness; *Workplace Literacy

This curriculum guide contains lesson plans and student materials for a workplace literacy program for health care workers in hospitals, nursing homes and home-care agencies. The guide begins with a bibliography that contains the following: 44 books, 15 videotapes, 1 multimedia presentation, 12 health magazines and journals, 41 references, and 26 instructional aids. The curriculum is organized into four sections that cover these topics: personal issues, role of the caregiver,

Zhao, Peisheng; Prestigiacomo, Angela; Godzwon, Jennifer
Toward a Challenging Future: A Practitioner's Guide for Student Career Exploration in New York State.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.; New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
PUB DATE- 96
NOTE- 633p.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Career Exploration; *Curriculum Development; *Education Work Relationship; Educational Needs; Educational Resources; *Nontraditional Occupations; Nontraditional Students; Postsecondary Education; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; Tech Prep; Womens Education
IDENTIFIERS- New York

This curriculum guide was developed to provide leadership information for educators of tech prep, school-to-work, and career development to develop programs that ensure equity for all students. The guide is divided into five sections. The Equity Awareness section offers a synopsis of the history and goals of equity efforts, ways to promote a general understanding of the issues, and suggestions to involve parents and the community. The Guidance and Counseling section provides strategies to prepare students to make sound career choices. The Staff Development section focuses on ways to involve all stakeholders in a process that must be ongoing. The Curriculum Development portion suggests ways of making changes that infuse equity into all aspects of the curriculum. Within each section are a variety of readings from many sources on the issue of equity in careers and career education. The last section provides additional resources, including the following: media catalogs, Internet resources for women's studies and address lists of the Tech-Prep Consortium, the School-to-Work Partnership, and New York State Teacher Centers. (KC)

ED 416 405 CE 075 893

Njerve, Ivar; Sandvik, Ove
Bridging the Gap between Vocational and Academic Teachers--The Combined Initial Teacher Education Experiment of Agder College, Norway.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Las Vegas, NV, December 11-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; Articulation (Education); Curriculum Design; Educational Needs; Educational Practices; Foreign Countries; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Participant Satisfaction; *Preservice Teacher Education; Program Effectiveness; Small Group Instruction; Theory Practice Relationship; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Norway

In an attempt to bridge the gap between general and vocational subsidized child care, and rates at which persons were sanctioned for failing to comply with program requirements. Results indicated that rates and length of employment and total earnings were significantly higher for the experimental group. Experimental members experienced a 6.3 percent net decrease in average AFDC benefits and left the rolls at significantly higher rates. However, the experiment had no significant effect on rates of AFDC recidivism. (Statistical methods and detailed results are appended.) (YLB)

ED 416 422 CE 075 984

Stites, Regie
Assessing Lifelong Learning Technology (ALL-TECH): A Guide for Choosing and Using Technology for Adult Learning. Practice Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Adult Basic Education; *Adult Learning; *Educational Technology; *Evaluation Criteria; Guidelines; *Information Technology; *Lifelong Learning; Media Selection; Program Effectiveness; Use Studies

This guide builds on the framework for evaluating technology effectiveness in K-12 schools as described in the Council for Educational Development and Research's publication, "Plugging In: Choosing and Using Educational Technology." The revised framework is designed to provide encouragement and some rudimentary guidelines for critical thinking about applications of technology for lifelong learning. Section 1 describes the link to "Plugging In." Section 2 discusses the nature of adult (as opposed to childhood) learning and the potential roles that technology can play in helping to create learning environments ideally suited to adult learners' needs and interests. Section 3 explains the revisions of the "Plugging In" indicators of engaged learning and high performance technology. A table categorizes indicators (with their definitions) of engaged adult learning into eight variables: vision of learning, tasks, assessment, instructional model, learning context, grouping, instructor roles, and learner roles. A second table categorizes indicators of high technology performance for adult learning (with their definitions) into six variables: access, operability, organization, engagability, ease of use, and functionality. Section 4 provides forms and instructions for using the indicators to evaluate adult education practices and policies. The last two sections highlight some factors that may facilitate or obstruct the effective application of technology to adult learning. The document contains 15 references and additional resources. (YLB)

ED 416 423 CE 075 985

Wagner, Daniel A.
Indigenous Education and Literacy Learning.
SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Graduate School of Education.
PUB DATE- 98

ED 416 441 CS 012 996

Elley, Warwick; Cutting, Brian; Mangubhai, Francis; Hugo, Cynthia
Lifting Literacy Levels with Story Books: Evidence from the South Pacific, Singapore, Sri Lanka, and South Africa.
PUB DATE- 96
NOTE- 22p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 12-15, 1996). For other papers from this conference, see CE 075 168, 171, 173, 180, 183, and CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *English (Second Language); Foreign Countries; *High Interest Low Vocabulary Books; *Instructional Effectiveness; *Literacy; Primary Education; Reading Aloud to Others; *Reading Instruction; Story Reading
IDENTIFIERS- *Book Flood Programs; Shared Reading

Over the past two decades, researchers and language specialists have addressed the problem of a lack of resources in developing nations for teaching English as a Second Language by using the Book Flood approach, which "floods" classroom with high-interest illustrated story books. Components of such programs include language experience, shared reading, story reading aloud, independent reading, paired reading, and guided silent reading and writing. The Book Flood strategy draws on many of the components of a child-centered approach to literacy teaching, developed over many years by New Zealand teachers. A Book Flood program was established in eight rural schools in Fiji in the early 1980s. Pupils experienced an "unusually rapid" rate of English language growth. Lack of funds prevented continuation of the project. In 1985, the Singapore Ministry of Education embarked on a similar Book Flood project called REAP (Reading and English Acquisition Program). Results were similarly positive, and became part of the regular primary education curriculum by 1990. The most recent large-scale Book Flood project that has been systematically evaluated is located in Sri Lanka. The pilot project has confirmed, in only 5 months, what the earlier studies took much longer to demonstrate: that an abundant supply of high-interest illustrated story books can have a strong impact on children's language growth, provided that teachers ensure that the children interact with books daily and productively. Over the past 16 years, READ Education Trust, an independent organization based in Johannesburg, South Africa, has been working to improve reading levels in Black schools throughout South Africa using methods similar to those described above. The program has been widely rated by teachers and is highly successful in making pupils more fluent readers and confident users of English. (Contains 11 references and 7 figures of data.) (RS)

ED 416 442 CS 013 000

Baker, Victoria
Native Language versus National Language Literacy: Choices and Dilemmas in School Instruction Medium.
PUB DATE- 96
NOTE- 12p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 12-15, 1996). For other papers from this conference, see CE 075 168, 171, 173, 180, 183 and CS 012 996 and CS 013 002.
LANGUAGE- English

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Decoding (Reading); Elementary Education; *Oral Reading; Phonics; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Rate; Study Skills
IDENTIFIERS- Direct Instruction; Phonemic Awareness

The seventh edition of this book, like previous editions, is designed to give busy reading specialists, teachers, and students in reading education specific, concrete methods for locating and correcting reading difficulties. The book stresses the importance of direct instruction, motivational learning activities, and abundant practice in the act of reading. The introduction provides information on important principles of effective instruction for students who have reading difficulties. Chapters in the book are: (1) Phonemic Awareness and Alphabet Knowledge; (2) Word-by-Word Reading; (3) Incorrect Phrasing; (4) Poor Pronunciation; (5) Omissions; (6) Repetitions; (7) Inversions or Reversals; (8) Insertions; (9) Substitutions; (10) Guesses at Words; (11) Voicing, Lip Movements, Finger Pointing, and Head Movements; (12) Basic Sight Words Not Known; (13) General Sight Vocabulary Not Up to Grade Level; (14) Phonics Difficulties: Consonants; (15) Phonics Difficulties: Vowels; (16) Phonics Difficulties: Blends, Digraphs, or Diphthongs; (17) Structural Analysis Difficulties; (18) Contractions Not Known; (19) Inadequate Ability to Use Context Clues; (20) Word Meaning/Vocabulary Knowledge Inadequate; (21) Comprehension Inadequate; (22) Low Rate of Speed; (23) Inability to Adjust Reading Rate; (24) High Rate of Reading at the Expense of Accuracy; (25) Inability to Skim or Scan; (26) Inability to Locate Information; (27) Undeveloped Dictionary Skills; and (28) Written Recall Limited by Spelling Ability. Three informational appendixes, 11 appendixes for locating reading difficulties, and 8 appendixes for correcting reading difficulties are attached. (RS)

ED 416 462 CS 013 078

Wilson, Sheila
Phonemic Awareness: A Review of Literature.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Early Childhood Education; Evaluation Methods; Literature Reviews; *Reading Ability; Reading Improvement; *Reading Instruction; *Reading Research; *Reading Strategies; Teaching Methods
IDENTIFIERS- *Phonemic Awareness; Phonological Awareness

This literature review examines the relationship between phonemic awareness and the ability to read. It addresses four main issues: (1) if phonemic awareness is a prerequisite for or a consequence of learning to read; (2) what is needed to teach phonemic awareness; (3) tasks or activities and assessment tools to develop phonemic awareness; and (4) other areas of literacy linked to phonemic awareness. After an introduction, sections of the review are: statement of the problem; definitions; history of the topic; major issues; controversies; programs; contributors; synthesis and analysis; conclusion; and recommendations (including making phonemic awareness part of the everyday curriculum in preschool, kindergarten, and first grade; providing for phonemic awareness training and inservicing needs ahead of time; finding a program that will complement any existing curriculum; and evaluating successes

Education; *Internet; Learning Activities; Online Systems; *Teacher Role
IDENTIFIERS- *DePaul University IL; Listservs; Technology Integration

On-line learning presents significant new challenges for faculty, students, and the colleges and universities where they teach and learn. The overriding challenge for all parties is to ensure that technology is used to enhance, not degrade teaching and learning. DePaul University, Illinois, which grew from two to six campuses, expanded the role of the Office of Distance Learning to include faculty development in the use of distance learning technologies. The Naperville campus was planned as a "high tech" campus--many services will be available at the new campus principally via technology. An intensive 4-day summer workshop immersed faculty in online learning tools. It was discovered that it was probably a mistake to promote the view that these technologies extend the classroom, rather than create new learning environments. The use of technology for teaching and learning requires that faculty are given more support in the development of learning activities employing these technologies. Developing and conducting on-line discussions that result in significant learning takes time. Open-ended discussions such as those that occur in listservs and newsgroups have their place as a component of computer-mediated courses, but most learning occurs when learning activities are structured. The role of the instructor needs to be clearly understood and communicated to the students. At times she is the discussion leader; at other times the facilitator; and sometimes an evaluator. (RS)

ED 416 482 CS 216 187

Tichenor, Stuart
Writing and Computer Skills: Students Need More Time!
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; *Computer Uses in Education; Distance Education; Teacher Behavior; Teacher Student Relationship; Teaching Methods; *Two Year College Students; *Two Year Colleges; Word Processing; Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- Oklahoma State University

Writing students at two-year colleges need more time and training to become better writers and computer users. Changes in writing instruction should expand students' knowledge of the writing process and increase their computer literacy; doing so should also increase their employability. The commitment of Oklahoma State University--Okmulgee to computer literacy has allowed the communications faculty in the General Education Department to require computer-generated writing assignments in Freshman Composition I and II classes as well as Technical Writing I and II classes. The efficiency of computers in promoting the writing process has been debated widely with reactions varying from hearty approval to damning disapproval. Perhaps the best support for competency-based education (CBE) comes from the workplace. Multimedia environments, if done properly, are worthwhile and valuable teaching tools. In the area of distance education, however, curriculum developers and instructors need to consider the educational level and learning skills of students involved. For the students' sake, writing instruction

Comparative Analysis; Grade 4; Intermediate Grades; Language Research; *Language Role; Learning Strategies; *Mathematics Instruction; Mathematics Skills; Problem Solving; Teacher Role; *Word Problems (Mathematics)
IDENTIFIERS- Explicit Instruction; New Jersey (Elizabeth); Strategic Knowledge

A study examined and explored the importance of language in successful math problem-solving. The participants of the study were 24 fourth-grade students in a public elementary school in an urban area. Students were instructed in solving math word problems with a variety of strategies ranging from task specific, procedural methods to teacher-directed explicit strategies. A comparison was made between student performance using task-specific instruction and teacher-directed explicit strategy instruction with special attention paid to the interpretation of language in word problems to determine if there would be a significant difference in levels of performance. The hypothesis that there would not be was rejected. (Contains 44 references; sample math computations, word problem pre- and posttests, and a math story chart form are appended.) (Author/CR)

ED 416 502 CS 216 226

McCracken, H. Thomas, Ed.; Larson, Richard L., Ed.; Entes, Judith, Ed.
Teaching College English and English Education: Reflective Stories.
PUB DATE- 98
NOTE- 394p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College English; *English Instruction; *English Teacher Education; Higher Education; *Professional Development; Teacher Role; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Educational Issues; Professional Concerns; Reflective Thinking; *Teaching Perspectives

In this collection of 32 narrative essays, scholars and teachers of English and English education share their excitement as they reflect on their professional growth over the last 30 years. The firsthand stories in the collection represent "a study of theory and applied theory, grounded in personal experience and academic study over many years." The essays are: (1) "Facing Yourself" (J. Tompkins); (2) "Surprising Myself as a Teacher in Houghton, America" (A. Young); (3) "Becoming a College English Teacher--More by Accident than Design" " (D.C. Stewart); (4) "On (Not) Being Taken In" (H.T. McCracken); (5) "How Do the Electrons Get Across the Two Plates of the Capacitor?" (D. Bleich); (6)"Teaching as a Profession" (A.S. Bayer); (7) "Going Back" (S. Hudson-Ross); (8) "I Did It My Way...With a Little Help from My Friends" (P. Smagorinsky); (9) "Illiteracy at Oxford and Harvard" (P. Elbow); (10) "Disrupting the Transmission Cycle in College Teaching" (G.M. Pradl); (11) "Out and About in English Education" (R.E. Shafer); (12) "Beyond the Obvious" (V.R. Monseau); (13) "My English Education" (S. Hynds); (14) "From Reading to Writing, from Elementary to Graduate Students" (S. Stotsky); (15) "Living with Tension: Doing English, etc." (J. Milner); (16) "What's A Story?" (M.C. Savage); (17) "Two 'Women's Ways of Knowing' Teaching Writing" (R.C. Grego and N.S. Thompson); (18) "The Teaching and Learning of English in the College Classroom: Creating a Unified Whole" (B.M. Greene); (19) "On English Teaching as Poetry, 'or,'

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; Higher Education; Instructional Effectiveness; *Instructional Improvement; *Introductory Courses; *Job Skills; *Speech Communication; Student Needs; Undergraduate Students
IDENTIFIERS- *Communication Competencies; *Hybrid Courses

This paper summarizes the research being completed in communication and business regarding the communication skills identified as important for college graduates beginning their careers. Perhaps even more important than research on instructional strategies and student learning styles, this research points the direction for needed instruction in the basic communication course. The research points to the importance of different skills needed for different situations--primarily in the group and interpersonal situations. It is concluded that the hybrid communication course is perhaps the most useful and practical course for undergraduate students. (Contains 12 references; a planning/competency model is attached.) (Author/CR)

ED 416 524 CS 509 719

Hugenberg, Lawrence W.
Assessment of Learning and Program Review: Data for Continuous Improvement.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Departments; Evaluation Methods; Higher Education; *Outcomes of Education; Program Evaluation; Program Improvement; *Speech Communication; Student Development; *Teacher Role
IDENTIFIERS- *Program Review

This paper presents a rationale and process for a comprehensive program review. Starting from the essential step of determining desired student outcomes from an undergraduate program through the program review process, the paper helps the reader seeking to develop or revise a current program review. It is hoped that the paper will illustrate the importance of a systematic approach to developing and implementing the program review process. The benefits of such a program are obvious and have been well documented in literature related to higher education for several decades. The paper does not review this literature, but, instead, begins with the process and follows its development through implementation. Some suggestions for developing the program review process are included. A sample program review is included as a focal point to assist the reader as she or he grapples with the issue of program review. (Contains 16 references.) (Author)

ED 416 525 CS 509 720

Hugenberg, Lawrence W.; Moyer, Barbara S.
Supervisors Are from Mars, Employees Are from Venus: Communication in the "Boardroom."
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the National

McDowell, Earl E.; McDowell, Carlene E.
An Exploratory Study To Determine Differences between Gender Groups, among Age Groups, and among Talkaholic Groups in Rating Talkativeness and Communication Style Variables.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 1-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Groups; Communication Research; Higher Education; *Interpersonal Communication; *Sex Differences; Statistical Analysis; Undergraduate Students; *Verbal Communication
IDENTIFIERS- *Communication Styles; Exploratory Studies; *Talkaholics; Variables

A study examined the differences between gender groups in different age groups and their relationships between talkaholic scores and communication styles. Subjects were 125 oral communication students at a midwestern university, who were asked to complete the Talkaholic Scale and Communication Style Instrument. Males were found to have a more dominant communication style, are more contentious, use more hostile verbs, are more assertive than females, and are more precise as they focus on instrumental, objective, analytical, and problematic aspects. Females, in contrast, use open, friendly, animated, and attentive styles, show greater social sensitivity, and use a wider range of nonverbal expressions of emotions. Significant differences also occurred among age groups. The 18-21 age group has the lowest talkaholic scores while the 25 group has the highest scores. There are no differences between the high talkaholic group and the other groups on precise scores and contentious, seeming to indicate that high talkaholics enjoy talking but are not condescending toward others. (Contains 6 tables of data and 14 references). (CR)

ED 416 545 CS 509 742

Pawlowski, Donna R.
Challenging Students to Think: Making Critical Thinking and Writing Central to the "Basic" Course.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Content Area Writing; *Critical Thinking; Higher Education; Instructional Improvement; *Introductory Courses; *Learning Processes; *Public Speaking; Student Development; Student Motivation; *Writing Skills
IDENTIFIERS- Learning Environment

Many times, college students are exposed to the communication discipline solely through the basic public speaking course, allowing limited opportunity to experience critical thinking and writing within the discipline. This paper examines the importance of teaching critical thinking and writing skills in finance systems; sources of revenue for education; the erosion of local control in districts; the state's and the federal government's roles in education; the influence and the climate of the courts; public funds and nonpublic schools; strategies for financing school facilities; administering the school budget; accounting and auditing; risk management and insurance; personnel administration's effect on school finance; and the road ahead. (Contains an index.) (RJM)

ED 416 564 EA 028 871

Lusi, Susan Follett
The Role of State Departments of Education in Complex School Reform. The Series on School Reform.
PUB DATE- 97
NOTE- 217p.; Research supported by grants from the Innovations in State and Local Government program of the Ford Foundation and the Kennedy School of Government. Foreword by Richard F. Elmore.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Administration; *Educational Change; Elementary Secondary Education; Evaluation Methods; *Performance Based Assessment; Performance Factors; School Based Management; School Role; *State Departments of Education; Values
IDENTIFIERS- *Education Reform Movement; Kentucky; Vermont

State departments of education (SDEs) play a pivotal role in the implementation of state-level school reform. This role is examined using two models of statewide school reform in Kentucky and Vermont. How the departments implemented their plans and how such implementation affected the internal dynamics of the departments, as well as the external ability of schools and districts to implement reform is described. The book focuses on systemic reform, bureaucracies, and innovative organizations and how SDEs effected changes in this mix. It looks at how expected changes compare to what is actually occurring. Also examined are the ways in which SDEs' actions seem to be influencing local implementation of complex reform. The two case studies are then cross-analyzed, and conclusions as to what are the broad lessons offered by these two states' effort are reported. The book explains complex reform actions and how these came to be on the education reform agenda. It also provides a critique of the claims of systemic reformers, along with a description of the education system SDEs are trying to change. (Contains an index and around 150 references.) (RJM)

ED 416 565 EA 028 872

Merz, Carol; Furman, Gail
Community and Schools: Promise and Paradox.
PUB DATE- 97
NOTE- 117p.; Foreword by William P. Foster.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community; *Community Characteristics; *Community Schools; Educational Change; Elementary Secondary Education; Parent Participation; Parent School Relationship; *School Based Management; *School Community Relationship; School Role; Values
IDENTIFIERS- Community Identity; Education Reform Movement

The longing for a sense of "community" has become a major theme

Working Paper Series.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Comparative Analysis; *Data Collection; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; Expenditures; Parochial Schools; Private Education; *Private Schools; *School Funds

Relatively little is known about private school finance in the United States. Since this lack of data impoverishes educational policy discussions that compare public and private schools, a strategy, was developed to collect finance data from private schools. High-quality data can be used to determine the total amount spent on elementary and secondary education in the United States, and can inform debates on the relative cost per student of various approaches to educational service delivery. The report focuses on the extreme diversity among private schools and the strategies needed to develop accurate data in the face of such diversity. The text looks at the existing data on private school finances, major components of expenditures, and implications of data collection. It surveys the types of expenditures found in 28 private schools, taking care to articulate expenditures related to instruction-related activities, administration, physical plant, and other services. The report also describes some administrators' reactions to the finance survey, including initial resistance by some and a listing of the potential benefits of such a survey. Some of the implications of the data collected, including a proposed framework for organizing the survey statistics, are presented. Four appendixes include: three survey instruments and a table showing schools in focus groups and site visits. (RJM)

ED 416 585 EA 028 912

Ubben, Gerald C.; Hughes, Larry W.
The Principal: Creative Leadership for Effective Schools. Third Edition.
PUB DATE- 97
NOTE- 347p.; For previous edition, see ED 284 338.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Beginning Principals; Educational Objectives; Educational Principles; Elementary Secondary Education; *Instructional Leadership; Management Systems; *Principals; *School Administration; School Community Relationship; School Personnel; *School Supervision

Although leadership should not be thought of as manifest only in the acts of a single person, the school principal is the person who arranges the organizational conditions. To help future and present school principals, issues behind leadership and the management aspects of the principalship are presented. The book combines theory and practice, allowing enough leeway to encourage tailored solutions. The focus is on the practicalities of making better use of staff in decision making, program analysis and curriculum reform, and in improved instructional delivery systems. The text contains 16 chapters which are divided into four parts: (1) organizational and

Relationship; Higher Education; *Integrated Services; Models; Parent Empowerment; Preservice Teacher Education; Social Services; Teacher Education; Training

This book gives practical advice to students and professionals for developing truly collaborative relationships with families. Long-term goals and proposed support models are outlined to help practitioners learn to address families' unique needs. Chapters of case examples highlight service integration problems. Section 1, "A Model for Practice," presents five principles of care that help define what is needed for such partnerships to function, including a community base of services, cultural competence, service coordination, family-centered care, and a seamless system of care. Chapters also discuss inservice and preservice training models, supervision issues, and service configurations that support the principles. Section 2, "Families, Professionals, and Systems," features a collection of nine stories about families and professionals and their interactions within different human service systems. The stories are presented from the perspective of the family rather than that of the agency or providers. A story review guide is included to highlight key service concepts and problems families faced in the stories. Each story concludes with a discussion of some of the issues in the story and several focus on issues for general discussion. (Each chapter in Section 1 includes references.) (CR)

ED 416 604 EC 306 152

Morris, Lisa Rappaport; Schulz, Linda
Creative Play Activities for Children with Disabilities: A Resource Book for Teachers and Parents. Second Edition.
PUB DATE- 89
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Childrens Games; Cognitive Development; Creativity; *Disabilities; Early Childhood Education; *Early Intervention; Infants; *Learning Activities; Parent Participation; *Play; Toddlers; Young Children

This book provides 250 games and activities designed to help infants to 8-year-olds with all types of disabilities grow through play. Many activities come with special adaptations for children with physical, visual, hearing, emotional, and cognitive impairments. Each chapter focuses on a particular "world" or activity theme. Topics of individual chapters include: (1) tips for successful playtime, which include general guidelines for adapting play for children who have visual impairments, hearing impairments, or physical impairments; (2) exploring the world of the senses; (3) exploring the world of movement; (4) exploring the worlds of water play, outdoors, and make-believe; (5) exploring the world of arts and crafts; (6) exploring the world of music and rhythm; and (7) exploring the world of group activities. Each chapter progresses from simple games and activities to more difficult and developmentally advanced ones. Each activity lists detailed directions, the equipment needed, the activity's benefits, and any possible adaptations for children with particular disabilities. At the end of the book are lists of associations, newsletters, magazines, books, and adaptive toys needs/mental retardation, and a description of the PING program. Chapter 2 presents a checklist for initial identification and further information about parents with special needs/mental retardation. Chapter 3 presents strategies and approaches to starting and successfully maintaining an early intervention program for this population. Chapter 4 describes an evaluation approach which examines changes effected by the program and the Individualized Family Service Plan in families in which parents have special needs/mental retardation. Chapter 5 offers an annotated listing of audiovisual materials, manuals, curricula, programs, and a bibliography organized into relevant material for each of the four chapters. (Contains 74 references.) (DB)

ED 416 622 EC 306 173

A Taste of the Web and Cooperative Electronic Library on Disability (CO-NET). CD-ROM 11th Edition.
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- (15) "A Family's Perspective" (D,Reference Materials - General (130)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Databases; *Disabilities; *Information Sources; Internet; Reference Materials; Services; *World Wide Web

This resource consists of two separate but related CD-ROM products packaged together by the publisher. "A Taste of the Web" is a collection of disability-related information and links gathered from selected sites on the World Wide Web. Using a Web browser, the user can explore the information on the CD just as if they were connected to the actual Web sites. The information on this CD is organized into three main areas: (1) the Trace Center Web site, containing information about universal design and computer access; (2) Disability-related Web sites, containing information on specific types of disability (e.g., blindness) and on federal disability policy; (3) Unusual and interesting Web sites (only short descriptions of each site are provided). The second CD is entitled the "Cooperative Electronic Library on Disability" and is attributed to the "Cooperative Database Distribution Network for Assistive Technology (CO-NET). The information on this CD is organized into four groups: (1) Products--DOS-ABLEDATA describes over 23,000 products for people with disabilities. DOS-TRACEBASE describes 1300 assistive technology products; (2) Services--Some 15 "Cooperative Service Directories" (CSD) list disability services in various states and regions; (3) Information Resources--Six "Publications, Media, and Materials" (PMM) databases, including the 51,000-item REHABDATA, contain descriptions of books, articles, videos, etc., on disability topics; (4) Text Documents--the "Text Document Library" contains the full text of over 300 disability-related documents. (DB)

ED 416 623 EC 306 174

Rutman, Irvin D.; Baron, Richard C.; Hadley, Trevor R.
The Impact of Managed Behavioral Health Care on Rehabilitation Services to Persons with Serious Mental Illness.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English

PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adult Basic Education; Adults; Case Studies; *Daily Living Skills; Educational Strategies; *Generalization; Instructional Effectiveness; Learning Processes; *Mental Retardation; Positive Reinforcement; Secondary Education; Social Integration; *Stimulus Generalization; Teaching Methods

This booklet discusses the importance to adolescents and adults with mental retardation of learning how to respond correctly to the many variations in home, work, and community activities in order to be successful in integrated settings. The difficulties individuals with mental retardation have in generalizing skills learned in one situation to a new situation are described, and step-by-step guidelines for implementing a general-case instruction process are provided. Steps include: (1) define the range, including the activities to be taught and the desired extent of generalization; (2) document the variation in relevant cues and how to respond to them; (3) select teaching and testing examples for generalization; (4) sequence the teaching examples so that differences among them are highlighted; (5) teach using the teaching examples and use instructional strategies such as prompting strategies, positive reinforcement, and error correction; and (6) test for generalization. The benefits of using general-case instruction are explained and strategies for organizing and simplifying are provided. A case example of an adult with mental retardation is provided to illustrates the use of general-case instruction. An appendix includes forms for use in conducting a general-case analysis. (Contains 28 references.) (CR)

ED 416 642 EC 306 201

King-Sears, Margaret E.; Carpenter, Stephanie L.
Teaching Self-Management to Elementary Students with Developmental Disabilities.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; Behavior Problems; *Classroom Techniques; *Developmental Disabilities; Educational Strategies; Elementary Education; *Elementary School Students; Generalization; Reinforcement; Self Control; *Self Evaluation (Individuals); *Self Management; Teaching Methods

This booklet was developed to help in the design and implementation of self-management systems for elementary-classroom students with developmental disabilities. Self-management components addressed in the booklet are self-monitoring, self-evaluation, and self-reinforcement. Chapters provide: (1) the definitions and rationale for teaching self-management techniques; (2) instructional principles that underlie the phases of designing and implementing self-management interventions, including supervising the use of self-management, charting students' performance of desired behavior, reinforcing students' appropriate use of self-management,

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Disabilities; *Eligibility; *Employment; *Financial Support; Medical Services; Program Design; Social Services; *Welfare Services
IDENTIFIERS- Medicaid; *Supplemental Security Income Program; Work Incentives

This pamphlet is designed to explain the Supplemental Security Income (SSI) program to individuals with disabilities and their families. Myths about SSI are debunked and the benefits of receiving SSI are explained. Eligibility requirements for SSI and Medicaid are outlined. The pamphlet describes SSI work incentives that allow participants to receive a paycheck and still keep part of their SSI payment and retain Medicaid benefits. The pamphlet also explains Impairment Related Work Expenses, a program that allows deductions for disability-related services that enable an individual to work. (CR)

ED 416 663 EC 306 236

The Oregon Special Education Technology Task Force: Recommendations for the 21st Century.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Elementary Secondary Education; *Family Involvement; Higher Education; Legal Responsibility; Paraprofessional School Personnel; *Professional Development; *Program Administration; Program Design; Program Development; Resource Allocation; Standards; Teacher Education; Teacher Education Curriculum; Technological Advancement
IDENTIFIERS- *Oregon

This report of the Oregon Special Education Technology Task Force presents recommendations reflecting both the demands expected early in the coming century for students with disabilities and corresponding advances in technology. It encompasses four broad areas: administration; professional development; children, youth, and their families; and resources. Recommendations include: (1) interface with school reform to assure the inclusion of students with disabilities at all levels; (2) provide districts with clear information about their legal responsibilities concerning technology for children and youth with disabilities; (3) provide special education professionals and paraprofessionals with ongoing opportunities for growth in the areas of technology and use of technology with students with disabilities; (4) facilitate training for professionals and paraprofessionals in the pedagogy of teaching students and colleagues to use technology; (5) work to develop teacher standards for earning a technology endorsement; (6) work to infuse technology and curricula regarding assistive technology into existing courses for special education professionals; (7) ensure that accessible and local information and training opportunities are available to students and families; (8) encourage the involvement of students and families in the decision-making process when assistive technology options are being considered; and (9) identify and facilitate additional funding sources that may be available for school districts and programs. (Contains 11 resources.) (CR)

IDENTIFIERS- *Ghana (Accra)

The account of language use in Accra, capital of Ghana, focuses on the social history of language use and on issues of language choice in a multilingual society. The first chapter gives an account of a language dispute that demonstrates both literally and symbolically the historically rooted relationships of the four main languages of Accra: Ga, the Kwa language of its traditional community; Akan, another Kwa language spoken by the largest ethnic group in the country; Hausa, the Chadic language that dominates northern Nigeria; and English, the Germanic language of the former colonial power. Chapter 2 outlines the history and present state of urban multilingualism in West Africa and proposes a historical orientation for sociolingistic theory. Chapters 3, 4 describe the linguistic situation in Accra, based on questionnaire surveys. The next three chapters give historical background for the previous two, tracing development and consolidation of the Ga-speaking community, from sometime before the sixteenth century, examining the introduction and spread of the very different languages Akan and Hausa, and discussing the introduction and spread of Portuguese and then English. The final chapter redefines Accra as a field of communication, commenting on the relationship between its multilingual history and modern urban registers. Contains 357 references. (MSE)

ED 416 683 FL 025 079

Te Matatiki. Contemporary Maori Words.
PUB DATE- 96
NOTE- 298p.
LANGUAGE- Maori; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Dictionaries; English; *Language Patterns; Language Research; Language Usage; Linguistic Borrowing; *Maori; Public Agencies; Uncommonly Taught Languages; *Vocabulary

The dictionary of contemporary Maori, a revised edition, includes over 2,000 previously unpublished terms and provides Maori derivation of each entry, based on recent research into the language. An introductory section is in both Maori and English. Entries are in two sections: English-Maori and Maori-English. In addition, an appendix lists the Maori names of government agencies that have an official Maori name, the Maori names of days and months, and a selection of international place names, predominantly derived from English. Contains 14 references. (MSE)

ED 416 684 FL 025 080

Meskill, Carla; Mossop, Jonathan
Technologies Use with ESL Learners in New York State: Preliminary Report. Report Series 3.13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Uses in Education; Elementary Secondary Education; *English (Second Language); Enrollment Trends; *Literacy Education; Second Language Instruction; State

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Beliefs; Chinese; *Classroom Communication; College Students; Comparative Analysis; Elementary Education; *English (Second Language); *FLES; Foreign Countries; Higher Education; Japanese; *Language Attitudes; Language Patterns; Language Research; *Learning Motivation; Linguistic Theory; Native Speakers; Poetry; Pronouns; Psycholinguistics; Second Language Instruction; Second Language Learning; Student Attitudes
IDENTIFIERS- Koreans; South Korea; Texas (Austin)

Papers on foreign language education include: "Beliefs About Language Learning: A Study of Korean University Students Learning English" (Susan N. Truitt), which looked at the influence of cultural background and experience on language learning attitudes; "Motivation as a Two-Sided Coin: Motivational Differences Between College-Level Chinese and Japanese Learners of EFL" (Bill Teweles); "A Psycholinguistic Study of Relative Pronoun Use by Native Speakers and Non-Native Speakers of English" (Miho Yorozu), which focuses on developmental stages in learners' interlanguage systems and the relationship between language learning attitudes and language proficiency; "The Compensation Model" (Gi-Pyo Park), which proposes a model to help explain the difference between child and adult language acquisition in terms of different cognitive modules and theories; "Communicating Through Poetry in an ESL Classroom" (Mary Starz), demonstrating the use of poetry to teach intonation, adjectives, verbs, pronunciation, and syntax as well as self- expression; and "The Status of Foreign Language in the Elementary School in Austin: Is the Spirit Willing and the FLES Still Weak?" (Zena T. Moore, Angela Ramsay), reporting results of a study of foreign language instruction in Austin (Texas) elementary schools. (MSE)

ED 416 703 FL 025 201

Truitt, Susan N.
Beliefs about Language Learning: A Study of Korean University Students Learning English.
PUB DATE- 95
NOTE- 16p.; For related document, see FL 025 200.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; College Students; Cultural Context; *Educational Attitudes; Educational Background; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; Language Research; Majors (Students); Second Language Instruction; *Second Language Learning; Student Attitudes
IDENTIFIERS- Beliefs About Language Learning Inventory; Koreans; South Korea

A study investigated the beliefs about language learning of 204 university students learning English as a Second Language (ESL) in Korea. The Beliefs About Language Learning Inventory and a questionnaire eliciting background information were administered to students in Korean. Results, when compared with other studies, indicate some differences in beliefs from those of U.S. foreign language students, ESL students in the United States, ESL students in Taiwan, and even another group of Korean students. In addition, the beliefs of this group were correlated with background factors such as academic major and experience living in an English-speaking country. The findings provide evidence that learner's beliefs about language learning

NOTE- 57p.; Paper presented at the Annual Meeting of the New Mexico Council for Higher Education Computing/Communication Services (16th, Las Vegas, NM, October 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; Curriculum Development; *Distance Education; *Educational Technology; Faculty Development; Higher Education; Inservice Teacher Education; Internet; Program Development; Program Evaluation; Teaching Methods; Technology Transfer; *Workshops; World Wide Web
IDENTIFIERS- New Mexico State University

This paper describes the origins and early development of the Institute for Technology Assisted Learning (ITAL) at New Mexico State University, which was established to assist faculty with both resources and training to teach in a distributed learning model. ITAL held seminars for eight faculty during a 3-week period in July 1997 with the expectation that the would be able to develop a distance education course for the 1997-98 academic year. Participants received laptop computers, computer software, and hands-on training in electronic research methods, video and Internet course delivery, World Wide Web publishing, PowerPoint presentations, teaching methods, and the integration of technology into curriculum development. Faculty participant evaluations rated the training sessions as satisfactory to excellent; however, faculty felt that they needed more time to learn about new, technical applications. It is concluded that for a program such as ITAL to be effective, adequate funding is essential. It is also noted that faculty participants need hands-on instruction and practice with all of the new technologies and tools introduced. Five appendixes provide ITAL background materials, program application forms, the program budget, information on library services for distance education students, and participant evaluations. (MDM)

ED 416 725 HE 030 771

Looking to the New Millennium: New Jersey's Plan for Higher Education.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Allied Health Occupations Education; Citizenship Education; *Cost Effectiveness; Cultural Pluralism; Economic Development; Education Work Relationship; *Educational Planning; Educational Policy; Elementary Secondary Education; Environmental Education; Faculty Development; Financial Support; Graduate Study; Health Needs; *Higher Education; Multicultural Education; Postsecondary Education; Productivity; Resource Allocation; State Boards of Education; *Statewide Planning
IDENTIFIERS- *New Jersey

This document presents policy recommendations for higher education planning in New Jersey, in light of the New Jersey Higher Education Restructuring Act of 1994. It articulates a vision and characteristics of excellence to inspire future action, coupled with broad policy recommendations to guide institutions and state policymakers in their planning. The recommendations focus on six critical issues in higher and some site visits. Factors most commonly associated with successful implementation of assessment included: measurement adequacy, faculty involvement, administrative support, and expertise of the project director. Following the executive summary, individual sections of the report present a project overview and describe the project's characteristics, results, evaluation, and plans for continuation and dissemination. The bulk of the report consists of five appendices, including a list of the project's reviewers, newsletter reports of the project, a research report titled "Evaluation of Student Outcomes Assessment Pilot Projects in the California State University" (by Matt L. Riggs and Joanna S. Worthley), and the agenda of a 1991 assessment seminar. (DB)

ED 416 746 HE 030 812

Witthuhn, Burton O.; Carson, Jamie L.
Graduation Guarantees: Contracting for Success or Failure?
PUB DATE- 97
NOTE- 5p.; In: A Collection of Papers on Self-Study and Institutional Improvement, 1997, Chapter VII, p219-221. Chicago, IL: North Central Association of Colleges and Schools, Commission on Institutions of Higher Learning, see ED 408 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Persistence; *Accountability; College Attendance; *College Graduates; Degree Requirements; Educational Attainment; *Graduation; Higher Education; *School Holding Power; *School Responsibility; Student College Relationship; Student Responsibility; Undergraduate Study
IDENTIFIERS- *Graduation Guarantees

The reasons for the phenomenon of guaranteed graduation are considered, as are criticisms of this approach. Guaranteed graduation programs have resulted in part as a result of an attempt to address issues and concerns about the cost of a college education, articulation of coursework, time to degree, and competency. While guarantees are designed to promote retention and tracking of students, they also specify students' responsibilities to fulfill program requirements, promising free or fixed tuition if the university fails to provide courses needed for the degree. This approach is also effective in marketing and recruitment. Criticisms concern whether guarantee programs are necessary and whether part-time and transfer students are eligible to participate. The guarantee phenomenon may be directed especially toward public higher education institutions, which have lower undergraduate completion rates than do private institutions. Guarantee programs have been developed in response to pressures from state legislators, parents, and taxpayers; some of the universities and states which have adopted this practice are identified. Students must be fully informed before signing a contract of expectations and responsibilities in terms of a guarantee, and the institution must be aware of implications of guarantees, such as providing courses, curriculum requirements, and issues of advising. (SW)

ED 416 747 HE 030 940

Franklin, Kathy K.; Boggs, Kathy J.; Conners, Nicola A.; Crum, Cindy Bagwell; Nawarat, Piyaporn; Ramirez, Carmen T.; Trawick, Kathy C.
Defining Institutional Effectiveness for a Metropolitan

degree levels, Hispanic and African-American students continue to be underrepresented, and Asian-Americans overrepresented. An appendix provides data on degree and enrollment trends over the last 10 years. (SW)

ED 416 764 HE 031 010

A Survey of Direct Loan Program and Federal Family Education Loan Program Borrowers. Evaluation of the Federal Direct Loan Program. Volume One--Summary Report and Volume Two--Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 376p.; For related documents, see HE 031 011-015.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; Higher Education; Knowledge Level; National Surveys; *Participant Satisfaction; Program Evaluation; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This study examined borrower satisfaction with the Federal Direct Loan and Federal Family Education Loan (FFEL) programs. A telephone survey of approximately 3,600 student and parent borrowers who had originated loans under the two programs in 1994-95 found that: (1) Direct Loan borrowers with previous FFEL loans were more likely than FFEL borrowers with previous FFEL loans to cite their 1994-95 loan experiences as more positive than prior experience; (2) over 80 percent of borrowers in both programs perceived the loan origination process as easy; (3) borrowers in both programs were generally satisfied with the timeliness of loan funds; (4) in both programs most borrowers were satisfied with entrance/exit counseling and other contacts with the financial aid office; and (5) borrowers in both programs indicated a relatively low awareness of the key terms of the loan programs. This report first presents highlights of findings and an introduction, and then details findings in sections on: changes in borrower satisfaction levels since introduction of the Direct Loan program, borrower satisfaction with loan program aspects, borrower awareness of key features and conditions of loans, and general comments. Technical appendices include detailed tables, data on distribution of responses and response rates, item response frequencies, specifics of the survey methodology, and the two surveys. (DB)

ED 416 765 HE 031 011

Direct Loan Evaluation. A Survey of Institutions Participating in the Federal Direct Loan and Federal Family Education Loan Programs: Academic Year 1995-96. Volume One--Summary Report and Volume Two--Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 269p.; For related documents, see HE 031 010-015.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; Government School Relationship; Higher Education; National Surveys; *Participant Satisfaction; Program Administration; Program Evaluation; Student Financial

Effectiveness; *Rural Women; Self Help Programs; *Womens Education
IDENTIFIERS- *India (Pune); *Nongovernmental Organizations

A study to examine literacy programs for women in rural villages in India interviewed all program directors and staff and some women involved in nongovernmental (NGO) projects in the Pune area. NGO officials were universally disenchanted with government programs. NGOs' goals varied from preschool education in the villages to agricultural reform to entrepreneurial projects for women. All NGOs had improvement of the state of women mentioned prominently in their goals. Upper caste Brahmin ran NGOs, whereas the village women were lower caste or tribal women. All of the literacy programs were run with a top-down management style. The attitudes toward the lower caste women varied from respect to outright "paternalism" and influenced the type of work for which they were trained. Two NGOs trained women to become maids or make handicrafts. Conversations with the women in one village showed they were vitally concerned with literacy as a way to help their children have a future, but they were more fatalistic about chances to improve their own lives. Only two of the six NGOs had active literacy programs where women were instructed in educational skills necessary to accomplish a stated self-sufficiency goal. The most successful program, in terms of the difference it made in women's lives, was the Vanashthali Rural Development Project operating in 17 villages that offered 6-month preschool training courses to young village women. (An appendix highlights goals and effectiveness of the six projects.) (YLB)

ED 416 308 CE 075 183

Uppal, Charu
Each One Teach One Project.
PUB DATE- 96
NOTE- 11p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 168, 171, 173, 180, 191 and CS 012 996, CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Literacy; Basic Skills; Foreign Countries; Higher Education; Illiteracy; *Literacy Education; Program Development; Program Implementation; Teaching Methods; *Tutoring; Tutors
IDENTIFIERS- *India; *Laubach Method

The Each One Teach One (EOTO) literacy project undertaken by universities and colleges is one of five methods of conducting adult education programs in India. A basis for an understanding of EOTO is a definition of literacy--a person is considered literate if he or she has mastered accuracy and fluency in word recognition, comprehension of material read, and critical thinking. University students implement EOTO, but any literate person can volunteer. EOTO follows the Laubach methods of literacy. The characteristics of adult learning programs based on these methods are as follows: use of common sounds and phonetics to make the learning material more relevant to the learners; use of pictures to help in associated learning of the sounds and pictures; and association of the printed word with the common sound, picture, and its use in everyday life. Pamphlets, teaching aids, and flash cards have been designed. EOTO, suggested by Laubach, has been in use since the 1930s. It

Intergenerational Programs; Learning Modules; *Literacy Education; Mathematics Skills; Numeracy; Parent Materials; Reading Materials; Student Developed Materials; Teaching Guides; Womens Education
IDENTIFIERS- *British Columbia

These eight bulletins, which are intended for literacy instructors, tutors, librarians, and others, contain reviews of literacy materials designed for use in adult literacy, adult basic education (ABE), and family literacy programs. Each review contains some or all of the following: title, author, publisher of the item being reviewed; information on availability and price; ISBN number; level; name of reviewer; review focusing on the item's special features and suitability for its intended audience; and sample page(s). The following are among the materials reviewed in the individual bulletins: manual on family literacy programs; video about reading to children; book to help parents communicate with their children's teachers; resource manual on common childhood illnesses; picture books enjoyed by adult learners; book on learning disabilities; workbooks to develop critical thinking; inexpensive student spelling dictionaries; collections of student-authored materials; easy-to-read mystery novels; ABE fundamental-level math modules; manual on plain language writing; anthologies of popular fiction and nonfiction for beginning readers; guide to help left- and right-handed adults develop cursive writing skills; Canadian content reader/workbook; CD-ROMs, videos, workbook on aging and "herstory" for women; and compendium of articles about adult literacy and adult learning. (MN)

ED 416 328   CE 075 708

Falk, Ian
A Learning Community.
PUB DATE- 97
NOTE- 8p.; Issue Theme: "Rural Issues."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Community Development; *Community Education; *Community Satisfaction; Educational Attitudes; Educational Objectives; Educational Principles; Foreign Countries; Group Dynamics; Interaction Process Analysis; Lifelong Learning; Regional Planning; *Role of Education; Rural Areas; *Rural Education; Well Being
IDENTIFIERS- *Australia (Tasmania); *Learning Communities

The possibility of creating a "learning community" as a possible alternative or supplement to traditional indicators of community well-being is explored in relation to Australia's stability. It is argued that traditional economic rationalism-based indicators of community well-being, such as level of unemployment, frequently cause communities to develop a poor "employment self-image" that can actually create further damage by acting as the only reference point for successful communities. "Critical learning" is proposed as the basis for positive community learning. Learning in collectives is discussed as are the features of organizational learning. The concept of "communities of good practice" is proposed on the basis of Gee's seven characteristics of learning in the workplaces of the future. In the future, work will be managed by projects that will be conducted by teams of workers whose members must do the following: develop extensive rather than just intensive knowledge; shed narrow specialties and perform functions that integrate and overlap with other's functions;

Solving; Racial Discrimination; Resource Materials; World Wide Web
IDENTIFIERS- *California; Fair Housing Law 1968; *Rental Housing Policies; Rental Property; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on renting a place to live. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (minimum legal standards for rental housing, landlords' and tenants' rights, rental housing and immigration status, California and federal legislation concerning housing discrimination, rental agreements, immigration law and married women, immigration law and battered women, immigration status and access to education and health care); sample learning activities; list of Internet and organizational resources and commercial textbooks; sample lesson plan; transparency masters; student activities; excerpts from the Fair Housing Act; sample rental agreement; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the lesson: interpret housing advertisements; discuss the Fair Housing Act; calculate housing expenses; and interpret and negotiate a rental agreement. Included in the sample lesson are the following: objectives, description of the module's target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

ED 416 347 CE 075 767

Kissam, Ed; Dorsey, Holda
Landlords' and Tenants' Responsibilities and Rights. Tierra de Oportunidad Module 10. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 34p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Civil Rights Legislation; English (Second Language); *Housing; Housing Deficiencies; Housing Needs; Immigrants; *Landlords; Learning Modules; Lesson Plans; Literacy Education
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses rights and responsibilities as tenants, the rights and duties of landlords, and how to maintain a good working relationship with a landlord. Topics covered include the following: requesting repairs, writing letters requesting repairs and notifying a landlord of a move, asking information from legal assistance, filing a complaint with the U.S. Department of Housing and Urban Development), negotiating within the rules, analyzing legal rights and responsibilities, and locating mediation services. Basic skills covered include using oral and written communication, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample classroom activities; a list of 10 resources; a sample lesson plan consisting of objectives, points, learning activities, resources, and commercial textbooks. Two resource sheets are the pros and cons of applying for citizenship and overview of the application process. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: analyze pros and cons of becoming a citizen; interview representatives of community agencies; prepare chart of available services; explain reasons for decision to become or not become a citizen; work with a team; acquire and interpret information; and make decisions and explain the reason. (YLB)

ED 416 367 CE 075 787

Kissam, Ed; Dorsey, Holda
Learning to Learn. Tierra de Oportunidad Module 30. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 23p.; For related modules, see CE 075 757-786.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; Basic Skills; Behavioral Objectives; Cooperative Learning; English (Second Language); Immigrants; Learning Modules; *Learning Motivation; *Learning Strategies; Lesson Plans; *Lifelong Learning; Literacy Education; Study Skills; Teamwork; Transfer of Training
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses learning to learn. It is designed to help instructors explain and demonstrate how learning is part of life and provide a valuable opportunity for them to engage their students in reflecting on why they are attending an adult learning program, where they are going, and what they need to do to successfully achieve their goals. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: analyze previous learning experiences; list mentors and coaches; discover responsible learning; select and organize qualities of responsible learners; analyze the role of team work in learning; and define the "Pledge of Responsible Learners." (YLB)

ED 416 368 CE 075 810

Wills, Joan L.
Skill Standards: The Value for Industry and Instruction.
PUB DATE- 95
NOTE- 12p.; Paper presented at the International Convention for

interpersonal issues, and procedures on the job. Each section contains short learning activity packets to be handled individually by students with some assistance from a teacher. Each learning activity package consists of an issue, a goal, objectives, and activities for students to perform with handouts as needed. (KC)

ED 416 387 CE 075 860

Student Writings for Home Care Challenge. Volumes I-II. National Workplace Literacy Grant.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 124p.; For related documents, see CE 075 858-859.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Alzheimers Disease; Attitudes; Cancer; *Chronic Illness; Diabetes; Diseases; *Home Health Aides; Hospitals; *Long Term Care; Medical Services; *Nursing Homes; Older Adults; *Residential Care; Terminal Illness; *Workplace Literacy

These two volumes contain research papers and personal reflections developed as culminating projects by adult students involved in workplace literacy classes in nursing homes, hospitals, and home care agencies. The first volume contains 18 papers: "What You Need to Know about Cancer" (Grace Bopst); "What Nursing Assistants Need to Know about Heart Attacks" (Phyllis Brown); "What Nursing Assistants Need to Know about the Elderly" (Barbara Cole); "Happiness on the Job and Volunteering" (Kathy Curfman); "A Greenhouse for Carroll Lutheran Village" (Robin Egolf); "Dementia: One Family's Journey" (Christi Fewster); "Meeting the Challenge of Diabetes through Insulin Infusion Therapy" (Cathy Flinn); "What Is There to Gain If There Is Nothing to Lose" (Cathy Flinn); "What Nursing Assistants Need to Know about Women and Health after 60" (Teresa Harmon); "What Home Health Aides Need to Know about Strokes" (Janie Heinrich); "Seasonings in the Communication Train of Thought" (Mathea Inglich); "Maintaining Professional Ethics with Compassion by Identifying Spirituality" (Patricia Morrill); "What Retirement Community Employees Need to Know about Aging" (Patti Nott); "What You Need to Know about Lupus" (Joy Plaine); "The Home Health Aide: A Multifunctional Role" (Cindy Richardson); "Hospice Care and Why Carroll Lutheran Village Needs a Hospice Unit" (Tracy Stewart); "What Nursing Assistants Need to Know about Dementia" (Tonya Stonesifer); "Teamwork" (Carol Colson et al.) and "A Day in the Life of a Nurses' Aide" (Bobbie Buffington). These 21 papers make up the second volume: "The Need for My Job" (Pennie DiVenti, Rita Folk); "Alzheimer's Disease (AD)" (Georgia Folk); "What the Layman Caregiver Needs to Know about Death and Dying" (Dottie Jacobs); "What Nursing Assistants Need to Know about Depression and Terminal Illness" (Caroline Kauffman); "What Home Health Aides Need to Know about A.L.S. Amyotrophic Lateral Sclerosis " (Ginny Mathis); "A Death Experience" (Okima Moore); "What You Need to Know about Paraprofessionals" (Roberta Stonesifer); "What Every Home Health Care Worker Needs to Know about Burnout" (Patricia Bell); "What Nursing Assistants Need to Know about Depression in Adolescents" (Denise Feliciano); "What Home Health Aides Need to Know about Muscular Dystrophy" (Rose Mackall); "What Nursing Assistants Need to Know about Parkinson's Disease" (Mary Sanders); "What Nursing Assistants Need to Know about Multiple Sclerosis" (Barbara Wehrman); "Bill's Story: 'What Happens to Me Now'" (Jessie Baldwin);

education, the Postgraduate School of Education at Agder College in Norway launched a trial teacher education program in 1996 that called for prospective vocational and academic/general teachers to attend the same course. The course, which was designed to encourage students to accept a major part of the responsibility for their personal and professional growth and development, emphasized working in small groups with strong interaction between theory and practice. In addition to including general pedagogical theory and practice, the new program serves as a meeting place and arena for cooperation between the two groups of students. The following program elements are considered crucial to the new program's effectiveness: counseling of teaching practice by colleagues; linkage of theory and practice through dialogue and real-life experiences; and cooperation in interdisciplinary projects. Participants' satisfaction with the approach of working in core groups has been mixed. According to student evaluations, working in core groups has proved time consuming, conflict producing, and frustrating but also professionally enriching. To date, the new program has been most effective as a means for giving and receiving colleague counseling from both academic and vocational teachers. (MN)

ED 416 406 CE 075 894

Lanaghan, Patrick, Comp.
The Impact of Receiving a General Equivalency Diploma while Incarcerated on the Rate of Recidivism.
PUB DATE- 98
NOTE- 45p.; Master of Science in Education Project, Franciscan University of Steubenville.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Adult Education; *At Risk Persons; Comparative Analysis; *Correctional Education; Followup Studies; *High School Equivalency Programs; Literature Reviews; *Outcomes of Education; *Recidivism
IDENTIFIERS- *General Educational Development Tests; Impact Studies; Ohio; Risk Assessment

The effect of receipt of a General Educational Development (GED) certificate during incarceration on former inmates' rates of recidivism was examined by studying a group of 110 individuals who had been incarcerated in the Eastern Ohio Correction Center (EOCC) and were released during fiscal year 1995. Of the 110 individuals, 21 had obtained a GED while at EOCC, 30 participated in GED training but did not complete the program, and 59 did not participate in GED training. Of the 110, the following were classified as maximum risk: 15 of the GED recipients, 17 of the noncompleters, and 34 of the nonparticipants. Rates of recidivism among the three subgroups were determined by monitoring all 110 individuals' files for up to 24 months after their release from EOCC. Of the 21 residents who earned a GED, 6 have been incarcerated for technical violations of probation (a 29% recidivism rate). Only 5 of the maximum risk GED recipients were reincarcerated. No GED completer has committed a new felony offense. Of the 30 GED noncompleters, 9 were incarcerated for technical violations of probation and 2 were incarcerated for new felony offenses--including 8 of the maximum risk group (a 37% recidivism rate). Of the 59 GED nonparticipants, 10 were incarcerated for technical violations of probation and 6 were incarcerated for new felony offenses--15 of whom were maximum risk (a 28% recidivism rate). (The paper contains 20 references. The

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Control; Community Development; Community Schools; Economic Development; *Educational Benefits; Educational Change; Educational Development; Educational History; Foreign Countries; *Indigenous Populations; *Literacy Education; *Nonformal Education; Religious Education; *Tribally Controlled Education
IDENTIFIERS- *Islam; Islamic Countries; Koran; Muslims

Available evidence suggests that Islamic (or Quranic) schools, as the primary contemporary example of indigenous schooling, have made major changes in various countries where they remain active. These include changes in the nature of instruction, style of teaching, and teacher corps. In general, these changes have been made in response to social and economic demands and may be thought of as supporting the overall process of development while simultaneously supporting the needs of the various Islamic communities where the schools are situated. In terms of children's learning, evidence suggests that, where such schools take the form of preschooling or after-school (parallel) classes, this additional education is of substantial value to children who do not or cannot attend secular government primary schools, and it would be of value to children who may already attend some form of government primary schooling. Teachers and classrooms are often supported by a combination of donations from individual patrons and from the Muslim community. Although exact figures are unavailable, indigenous schools unquestionably cost a small fraction of what a government school would cost for an equivalent number of hours of teaching on a per pupil basis. Substantial improvements could be made in these schools if an appropriate and sensitive investment strategy were established. (YLB)

ED 416 424 CE 075 986

Puchner, Laurel D.
Adult Literacy in Developing Countries: A Contemporary Annotated Bibliography.
SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Graduate School of Education.; Pennsylvania Univ., Philadelphia. Graduate School of Education.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; Adult Programs; Annotated Bibliographies; Cultural Context; *Developing Nations; Empowerment; *Females; Foreign Countries; Functional Literacy; Health; Illiteracy; National Programs; Psychology; Public Policy; Quality of Life; Sex Differences; Teaching Methods; Workplace Literacy

This bibliography provides a list of 65 selected works on the topic of adult literacy in developing countries. It is a contemporary list, including only works published in the last 15 years. The works are organized into subject categories. Works are listed only once; in cases where a work could be listed under more than one category, it is listed according to its most salient theme. Each entry consists of these components: author, date, title, source and pagination or place and date of publication, and annotation. The 65 works are organized into these 12 subject categories: general, cultural

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Educational Policy; Educational Research; Elementary Education; *Foreign Countries; *Language of Instruction; *Language Usage; *Literacy; *Multilingualism; *Theory Practice Relationship
IDENTIFIERS- *Educational Issues; *Native Language; Vernacular Education

The notion of national unity through a single official language is defended by policy makers, who point out the practical and financial drawbacks involved in teaching in the vernacular in multilingual nations. Findings from grassroots-level case studies in Senegal, Zimbabwe, Ethiopia, Malawi, Thailand, Papua New Guinea, and Sri Lanka attest to the complexity of the participants' perceptions and desires. Additional comparative data from other countries echo these studies and underscore the recurring themes of usefulness and social advancement on the one hand, and national unity and progress on the other. A colossal gap exists between what theorists proclaim as ideal, and the real-life empirical world of schools in very poor multilingual countries. Practical problems of teaching in the mother tongue are those of alphabet, transcriptions, phonetics, paucity of vocabulary, lack of resources for programs and trained teachers, and a shortage of textbooks and other printed matter in the new literate languages. The diverse case studies tend to show that parents and pupils are satisfied with school instruction being in a dominant language if they see that dominant language as a possible vehicle for social advancement. The Zimbabwe model seems to work for many rural schools: basic literacy in the first three grades in the native language, especially if there is printed reading material available. When the numerous variables and viewpoints are considered, "usefulness" emerges as the most important factor in predicting whether a choice of literacy instruction medium will be successful. (Contains 11 references.) (NKA)

ED 416 443 CS 013 032

Burke, Erin
Learning to Read: From Beginning to Proficient Readers.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; Decoding (Reading); Invented Spelling; Language Experience Approach; Learning Activities; Phonics; Primary Education; *Reading Aloud to Others; *Reading Instruction; Reading Readiness; *Reading Strategies; Reading Writing Relationship
IDENTIFIERS- Phonemic Awareness

Reading aloud to children is the most important step towards making a child a reader. It exposes them to print and excites their curiosity through intriguing story lines. Parents play an enormous role in this aspect of reading development, because it begins long before a child is in school. In the beginning of school, teachers spend time assessing a child's reading ability. One way to assess phonemic awareness and further develop reading ability is through invented spelling in journal and failures with pride. (RS)

ED 416 463 CS 013 082

Glanz, Jeffrey
Action Research: An Educational Leader's Guide to School Improvement.
PUB DATE- 98
NOTE- 341p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Data Analysis; *Data Collection; Elementary Secondary Education; Evaluation Methods; Program Development; *Research Design; *Research Methodology; Semantics; Teacher Researchers
IDENTIFIERS- General Semantics Paradigm (Korzybski)

Useful as a classroom text and self-teaching tool, this book outlines the process of designing and reporting action research projects in schools. The underlying assumption of the book is that research is not a domain that belongs only to academics, but is a powerful approach that can be used by practitioners to contribute to school renewal and instructional improvement. It differs from other books in the subject in that it views action research as a viable tool used by professional and skilled educators who incorporate a wide variety of methodologies, designs, and approaches when conducting research. After a preface, chapters in the book are: (1) "An Introduction to Action Research: It's Not All That Complicated"; (2) "Teaching and Doing Action Research through General Semantics"; (3) "Cut to the Chase: Getting Started by Choosing Sound Quantitative and Qualitative Research Approaches, Methods, and Designs"; (4) "Easy Steps to Program Development and Evaluation Research"; (5) "Data Collection Techniques That Work"; (6) "How To Analyze Data Easily"; (7) "Putting It All Together: What Does It All Mean?"; and (8) "Action Research in Action." Each chapter contains references. An epilogue, an approximately 90-item glossary, 13 annotated resources, six additional non-annotated resources, and numerous resources on the World Wide Web are attached. Appendixes contain a pretest, sample consent forms, a test of research writing skills, evaluation criteria for report, and 11 basic rules and sample references regarding the American Psychological Association's "Publication Manual." (RS)

ED 416 464 CS 013 083

Udell, Risa; Meyer, Richard
Positioning and Classroom Literacy Research: A Polyvocal Re-presentational Critical Re-view.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *Educational Researchers; Elementary Education; Literature Reviews; *Qualitative Research; Research Design; *Research Methodology
IDENTIFIERS- Language Arts (Journal); *Teacher Researcher

should also continue to include large amounts of teacher/student interaction in the computer classroom. One of the major objectives of teaching writing should be to teach students writing skills which will help them become better employees. Writing teachers who use computers must also teach a basic level of computer word-processing skills. Instructors should use mini-lectures which will leave them free to roam the room to help students as needed. (Contains 29 references.) (RS)

ED 416 483 CS 216 188

Willis, Arlette Ingram, Ed.
Teaching and Using Multicultural Literature in Grades 9-12: Moving beyond the Canon.
PUB DATE- 98
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; *Cultural Pluralism; High Schools; Higher Education; *Literature Appreciation; *Minority Groups
IDENTIFIERS- Ethnic Literature; Literary Canon; *Multicultural Literature; People of Color

Designed to help move literature beyond the canon to include the works of many underrepresented Americans, this book contains a collection of writings which discuss multicultural literature for secondary classrooms. It attempts to bring together the literature written by people of color living in the United States. Themes which emerge in the book reflect the individual and the group struggle for personal identity in a foreign land and the desire to maintain cultural identity and affirmation while transgressing the waters of acceptability within Euro-American mainstream culture. Chapters in the book and their authors are: (1) "Multicultural Education, Minority Identities, Textbooks, and the Challenge of Curriculum Reform" (Cameron R. McCarthy); (2) "All the Colors of the Land: A Literacy Montage" (Linda Spears-Bunton); (3) "Celebrating African American Literary Achievements" (Arlette Ingram Willis); (4) "A Continuing Journey: The Puerto Rican Reality as Viewed from the Narrative" (Antonio Nadal and Milga Morales-Nadal); (5) "Asian/Pacific American Literature: The Battle over Authenticity" (Sandra S. Yamate); (6) "Conceptualizing Native American Literature" (Anna Lee Walters and Debbie Reese); (7) "Storying in the Mexican American Community: Understanding the Story behind the Stories and the Cultural Themes Shared in Chicano Novels" (Sylvia Y. Sanchez); (8) "Teaching Caribbean-/American Literature" (Carole Boyce Davies); and (9) "Negotiating the Classroom: Learning and Teaching Multicultural Literature" (Arlette Ingram Willis and Marlen Diane Palmer). An author index and a subject index conclude the book. (NKA)

ED 416 484 CS 216 189

Browning, Randi; Freedman, Diane; Stephenson, Denise
Experimental Academic Writing.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Samuel T., You'll Never Know What Organic Unity Did for Me" (M.L. Angelotti); (20) "Learning to Love Being a Second-Class Citizen" (W.R. Winterowd); (21) "Falling into Narrative" (P. Donahue); (22) "English in Education: An English Educationist at Work" (H.M. Foster); (23) "Downshifting to Fourth" (T. Fulwiler); (24) "Connecting the Teaching of Reading, Writing, and Speech in Programs for Developmental Students" (J. Entes); (25) "Reuniting Grammar and Composition" (J.L. Collins); (26) "Confessions of a Teacher Who Has Not Learned about Teaching" (R.L. Larson); (27) "Teaching and Learning English: Two Views" (C. Moran and "College Writing" Students); (28) "The Way I Was/The Way I Am/And What I Learned in Between" (L.L. Meeks); (29) "Collaborative Computer Encounters: Teaching Ourselves, Teaching Our Students" (G.E. Hawisher and C.L. Selfe); (30) "Ideological Crosscurrents in English Studies and English Education: A Report of a National Survey of Professors' Beliefs and Practices" (C. Dilworth and N.M. McCracken); (31) "Interpreting the Reflective Stories: The Forces of Influence in Our Essayists' Lives" (R.L. Larson); and (32) "Interpreting Stories: Rebels in the Professoriate" (H.T. McCracken). (NKA)

ED 416 503 CS 216 227

Pitman, Marge
Literature Circles.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; *Instructional Effectiveness; Intermediate Grades; *Nonfiction; Reading Ability; *Reading Attitudes; Reading Improvement; *Reading Skills; Student Surveys
IDENTIFIERS- *Literature Circles

A study investigated whether using literature circles in the study of non-fiction improved student attitudes about reading and improved comprehension while developing self-confidence and cooperation. A purposeful sample of five students from a combined grade 5/6 class were chosen based on their negative responses about attitude and ability regarding reading. Subjects completed surveys before and after a four-week intervention. Results indicated that in the literature circles, students were able to enhance reading skills, learn from each other, gain self-confidence, improve oral and written communication, discover important themes that run through literature, and have fun in a socially interactive environment. Students were observably more enthusiastic, attentive, and responsible for their own learning in this setting. Educators should keep trying to improve student learning through strategies such as literature circles, allowing students to learn from one another, take responsibility, and develop into independent lifelong learners. A reading interest survey and a literature circle evaluation form are attached. (RS)

ED 416 504 CS 216 228

Rothermel, Dan
Starting Points: How To Set Up and Run a Writing Workshop--and Much More!
PUB DATE- 96
NOTE- 105p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Group Dynamics; Improvement Programs; *Interpersonal Communication; Job Skills; *Organizational Communication; *Professional Training; Supervisors; Work Attitudes
IDENTIFIERS- *Communication Behavior; *Men Are from Mars Women Are from Venus

This paper examines interpersonal communication training in organizations from a different perspective, focusing on the interpersonal communication training offered to supervisors in modern organizations. Most of this training focuses on interpersonal communication between supervisors and their employees. The premise of this paper is that supervisors and employees are from different cultures. Using the popular book, "Men Are from Mars, Women Are from Venus" (Gray, 1992), this paper attempts to illustrate the differences between supervisors and employees, similar to the differences between men and women highlighted in Gray's book. Using these metaphors highlights the differences in point of view, organizational orientation, personal motivation, and business values between supervisors and employees. Just like successful marital counseling or training in marital communication involves both husband and wife, successful interpersonal communication training in modern organizations should include both supervisors and employees. The entire work group should be included in the training sessions. Training employees separately from supervisors in communication skills, like training husbands and wives separately in effective marital communication, is likely to improve the overall communication in intended ways. (Contains 32 references.) (Author/CR)

ED 416 526   CS 509 721

Hugenberg, Lawrence W.; Moyer, Barbara S.
The Hybrid Course: Research, Pedagogy and Tradition.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Course Content; *Course Objectives; Higher Education; *Interpersonal Communication; *Introductory Courses; Persuasive Discourse; *Public Speaking; Required Courses; Undergraduate Students
IDENTIFIERS- *Hybrid Courses

This paper addresses the hybrid communication course and its tradition of teaching students a variety of important communication skills. The three-fold mission of the hybrid course in teaching interpersonal, group, and public speaking skills places the hybrid communication course in an important position at the dawn of the 21st century. Even though in the

the basic course, encouraging educators to develop students' cognitive intellect through the application of these skills. (Contains 32 references.) (Author/CR)

ED 416 546 CS 509 743

Schrader, Elizabeth L.; Schrader, David C.
Community Health Resource Training for Native Americans.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; American Indians; *Audience Awareness; *Cultural Context; *Health Education; Health Needs; Intercultural Communication; *Learning Experience; *Theory Practice Relationship
IDENTIFIERS- Health Communication; *Health Resources Information; *Native Americans; Oral Presentations; Theoretical Orientation; Traditional Healing; Uncertainty Reduction

This paper applies concepts from intercultural communication theory, adult learning theory, and traditional Native American medicine to a specific learning experience for Native Americans. The background is an educational opportunity offered by the Indian Health Services Bureau to tribe members to become employed on their reservations as Health Resource Persons (HRP), with attendance at an annual conference for training and development on a variety of health issues. Noting the lack of information available related specifically to the interpretation of health conditions in a cultural context, a conference presenter focused on an understanding of the culture's attitudes and beliefs toward health issues and an explication of adult learning principles relevant to these issues in her presentation. A literature review focused on the following objectives: developing an understanding of uncertainty reduction theory as it pertains to the intercultural experience; developing an understanding of traditional Native American medicinal practices; and selecting the most appropriate adult education theory to integrate these issues. After the conference experience, the presenter examined her performance and noted that a facilitator with more modest and humble manner would probably have developed audience rapport more quickly and the progressive education theory is more consistent with the philosophies of the culture. The Native American culture has a noncompetitive attitude, and the audience responded to group activities much better than to individual activities. Also noted was that the conference organizer needed more expertise in adult education. (Contains 10 references.) (NKA)

ED 416 547 CS 509 746

Smith, Robert M.
Defining Leadership through Followership: Concepts for Approaching Leadership Development.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English

in recent writings about educational and social issues. An analysis of the potential for creating viable and meaningful community in schools is the focus of this book. Using sociological theory and social analysis, it examines how schools achieve community and explores how the establishment of community in schools is possible. The political and economic realities of educating youth today require community-builders to adopt a new realism that recognizes some of the conditions of modern life. The dangers, such as increased layers of bureaucracy and a less personal environment, are discussed, as well as the unanticipated effects of efforts to establish more meaningful communities, the urge to pay special heed to "systemic reform," and the many unintended and frustrating consequences these movements can create. The increasing confusion over the role of schools and how this confusion muddies the educational mission is examined at length. Chapters include: (1) "The Dilemma of Community"; (2) "Theory of Community: 'Gemeinschaft' and 'Gesellschaft'"; (3) "Modern Notions of Community"; (4) "Drifting Toward 'Gesellschaft': The Schools' Identity Crisis"; (5) "The Promise of Reform: Rebuilding School Community Connections"; (6) "The Promise of Reform: School as Community"; and (7) "Paradox and Promises". (Contains an index and around 150 references.) (RJM)

ED 416 566 EA 028 874

Doyle, Denis P.; Pimentel, Susan
Raising the Standard: An Eight-Step Action Guide for Schools and Communities. A Standards Work Project of the Coalition for Goals 2000.
PUB DATE- 97
NOTE- 186p.; CD-ROM not included with ERIC copy. For more detail, see CD-ROM (included in book).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Innovation; Elementary Secondary Education; Models; *National Standards; Program Descriptions; Program Evaluation; School Policy
IDENTIFIERS- Standard Setting

Numerous ideas regarding school reform have been in evidence of late. One idea that has received increased attention is standards-driven education reform, which is the subject of this book. The text features an outline of a CD version, which is included. The volume is intended for interested laymen and professionals and features an eight-step plan for initiating reform. It shows how to build public demand for standards and reform, and demonstrates how to set up goals for organizing high academic standards, emphasizing the need to use the right criteria for a good standard when overhauling the curriculum. Ways in which to conduct an academic analysis and how to reorganize for change and build staff capacity are detailed. The text demonstrates how to hold students accountable, as well as schools and districts, and discusses how to evaluate teachers, principals, and superintendents. It describes how to develop new partnerships among those with a stake in school reform and what people can do to make continuous improvements to their schools. A checklist, which guides reformers in the step-by-step process of school reform, is included at the end. (Contains an index for the CD-ROM.) (RJM) societal settings, with chapters on style, instructional leadership, decision processing and decision making, the school and the community, and legal rights and responsibilities of students and staff; (2) school program design and delivery, with ideas on school restructuring, creating a positive learning climate, special students and special services, restructuring the curriculum, restructuring learning, restructuring the deployment of instructional personnel, and restructuring time scheduling; (3) managing the personnel system, with discussions on human resources development and staffing the school: recruitment selection and termination; and (4) management tools and techniques, which describes computer applications for school management, and budgeting, accounting, and building management. Each chapter concludes with a series of suggested activities so that practitioners, students, and professors can reflect on the concepts presented in this chapter. (Includes 22 case studies and an index.) (RJM)

ED 416 586 EA 028 913

Farquhar, Robin H.
The Confusing Expectations for Education.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Professional Development Day of the Teachers' Federation of Carleton University (Ottawa, Ontario, February 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Presidents; *Educational Objectives; Educational Principles; Elementary Secondary Education; Higher Education; Management Systems; Organizational Objectives; Parent School Relationship; *School Administration; School Community Relationship

Frequently, the expectations placed on education can lead to confusion over its mission. How one college president, at career end, views the purpose of education is presented in this address. The paper details how educators have tried to meet myriad demands in the face of eroding social support systems, claiming that educators must limit their concerns to those held by people who have the greatest stake in education: students and parents, employers, and postsecondary schools. It looks at parents' directives and how difficult it can be to reconcile these demands with the educational mission. The paper cites examples of what business leaders want from education, such as autonomous learners and good communicators, and describes how educational administration shares many of the same features of management elsewhere, such as in its authority structures, the complexity of communication, and the rigors of evaluation, all of which influence academic administration as much as it does business management. The emphasis here is on the inherent incompatibility of university management: the university depends on freedom and diverse views while management relies on control and unified vision. In the face of such contradictory demands, educational managers are advised to set up their own expectations and work to fulfill those goals. (RJM)

ED 416 587 EA 028 914

Damon, William
The Youth Charter: How Communities Can Work Together To Raise Standards for All Our Children.

that can be used for information and ideas for future fun and continuing growth. (CR)

ED 416 605 EC 306 153

Ysseldyke, James E.; Olsen, Ken
Putting Alternate Assessments into Practice: What To Measure and Possible Sources of Data. Synthesis Report 28.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; State Standards; *Student Evaluation; Testing Programs
IDENTIFIERS- *Alternative Assessment; *Testing Accommodations (Disabilities)

This report discusses alternate assessments that are to be used in accounting for the performance and progress of students with disabilities who do not participate in typical state assessments. Alternate assessments are data collection procedures used in place of the typical assessment when students cannot take standard forms of assessment. Four information-gathering procedures that might be used in alternate assessments and the application of these procedures to collect data in broader outcome areas are highlighted in the report. Overall, these approaches and those of states currently developing alternate assessments suggest four assumptions that are the foundation of alternate assessment: (1) alternate assessments should focus on authentic skills and on assessing experience in community and other real life environments; (2) alternate assessment should measure integrated skills across domains; (3) if at all possible, alternate assessment systems should use continuous documentation methods; and (4) alternate assessment systems should include as critical criteria the extent to which the system provides the needed supports and adaptations, and trains the student to use them. Four approaches are described that can be used to collect data for alternate assessments of student performance: observation, recollection (via interview or rating scale), record review, and tests. (Contains 43 references.) (CR)

ED 416 606 EC 306 154

Landers, Mary F.; Weaver, H. Roberta
Inclusive Education: A Process, Not a Placement.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Change Strategies; *Curriculum Development; Delivery Systems; Educational Change; Educational Practices; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; *Mild Disabilities; Parent Role; Parent School Relationship; Parent Teacher Cooperation;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Behavior Change; Cost Effectiveness; Delivery Systems; *Health Care Costs; *Health Maintenance Organizations; *Mental Disorders; Private Sector; Privatization; *Psychiatric Services; *Psychological Services; Psychosis; Public Agencies; Public Policy; *Rehabilitation; Severe Disabilities

This monograph examines issues in the field of psychosocial/psychiatric rehabilitation (PSR) services for people with serious mental illness, placed in the context of a debate within the field about trends toward managed behavioral health care companies. Four main issues are addressed: (1) the degree to which managed behavioral health care companies will assume responsibility for the delivery of rehabilitation services for persons with serious psychiatric disabilities (evidence suggests relatively little involvement); (2) what effects, if any, involvement in PSR by managed behavioral health care companies will have on the nature of PSR services; (3) the security of future funding for PSR services; and (4) whether the basic values and concern for accountability that underlie managed behavioral health care and PSR are sufficiently congruent to permit effective collaboration. The paper concludes that rehabilitation services for persons with serious mental illness are at risk of a diminished financial base, programmatic changes born of cost control imperatives incompatible with the fundamental values of PSR, and the possibility of these services becoming the neglected stepchild of the mental health delivery system. Decision making concerning these issues is seen to lie not at the federal but at the state and local levels. Communication and cooperation among localities are urged. (Contains 14 references.) (DB)

ED 416 624 EC 306 175

State-Assisted Program for Gifted Students: Administrative Manual and Guidelines.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Budgeting; Definitions; Educational Legislation; Elementary Secondary Education; Eligibility; Enrollment; *Gifted; *Program Administration; Program Costs; Program Development; Program Implementation; Special Education; *State Aid; State Legislation; State Regulation; State School District Relationship
IDENTIFIERS- *Missouri

This manual provides administrative guidelines for programs for gifted students in Missouri. An introduction cites the relevant state special education law, defines "giftedness," and stresses that differentiated educational programs are intended for only 2 or 3 percent of the school-aged population whose development requires differentiated programs. The next section outlines general administrative procedures for state-assisted gifted programs at both the district level and the state departmental level. The third section provides specific guidelines for preparing the application for state assistance for district gifted programs and explains how to complete the cover page altering self-management techniques when necessary, using combinations of behavior management techniques, and involving students in the development of self-management components; (3) phases for design and implementation, including selecting the behavior for self-management, preparing to teach self-management, teaching the student self-management using a 10-step process, and evaluating the student's performance; (4) three classroom scenarios in which teachers follow the instructional guidelines to implement self-management systems with their students; (5) ways to promote generalization of self-management techniques; and (6) a summary of the benefits and procedures for teaching self-management to students with developmental disabilities. (Contains 35 references.) (CR)

ED 416 643 EC 306 202

Demchak, MaryAnn
Teaching Students with Severe Disabilities in Inclusive Settings.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Educational Strategies; Elementary Secondary Education; Feedback; *Group Instruction; *Inclusive Schools; Individualized Education Programs; *Individualized Instruction; Mainstreaming; Program Development; Program Evaluation; Program Implementation; Reinforcement; *Severe Mental Retardation; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities)

This booklet is designed to provide strategies for teaching students with severe disabilities in inclusive settings. Chapters address initial student-specific steps in planning for effective inclusive education, including developing the Individualized Education Program (IEP), targeting IEP objectives in the general education setting, and planning for necessary adaptations and supports. Different approaches to instruction and their application to inclusion of student with severe disabilities are also described, including large-group instruction, small-group instruction, cooperative learning groups, and peer partners. Individualized teaching strategies are provided, such as instructional prompts. Guidelines to consider when using instructional prompts are given, as well as explanations for using increasing-assistance, decreasing-assistance, and time delay approaches. Information is also provided on reinforcers and corrective feedback, including guidelines for the effective use of reinforcers and sample methods for corrective feedback. Documenting student progress, assigning grades, and evaluating an instructional plan are also covered. A case study of a third-grader with Down syndrome is provided to illustrate the successful inclusion of a student with severe disabilities. Sample classroom participation plans and checklists for planning for inclusion, considering adaptations and modifications, and evaluating student outcomes are provided. (Contains 53 references.) (CR)

ED 416 644 EC 306 203

Excellence for All Children: Meeting Special Educational Needs.

ED 416 664 EC 306 275

The Best Practices Manual for Gifted and Talented Programs in Idaho. Revised Edition .
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Academically Gifted; Creativity; Cultural Differences; Diversity (Student); Economically Disadvantaged; Educational Needs; *Educational Practices; Educational Testing; Elementary Secondary Education; *Evaluation Methods; *Gifted; *Gifted Disabled; Leadership; Minority Group Children; Rural Education; Special Programs; Student Evaluation; *Talent; Talent Identification; Underachievement
IDENTIFIERS- Differentiated Curriculum (Gifted); *Idaho

This manual for Idaho school districts covers the identification, assessment, and educational needs of students (ages 5-18) who show intellectual promise, specific academic performance, leadership, and creativity or talent in the visual or performing arts. The manual also addresses the needs of underserved students who are gifted, including rural residents, underachievers, the economically disadvantaged, students with disabilities, and students from culturally diverse backgrounds. The state definition of gifted/talented, characteristics of gifted students, myths regarding gifted children, and principles for curriculum differentiation are presented. Methods to evaluate the range of student abilities and talents are discussed, including standardized tests, criterion-referenced tests, observations by teachers and other personnel, nominations, student interviews, portfolios, and extracurricular activities. Testing approaches are identified for students with severe physical impairments, visual impairments, hearing impairments, learning disabilities, underachievement, and extreme giftedness. Program options for serving gifted students are noted, along with program evaluation guidelines. Appendices include parent and teacher rating scales, checklists, other identification instruments, interview questions, evaluation criteria for student portfolios, and forms for numerous administrative uses. Also included is information on resource materials and organizations. (CR)

ED 416 665 EF 005 005

Designing School Facilities for Learning. Probe: Developing Education Policy Issues.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Environment; Educational Facilities Design; *Educational Facilities Planning; *Educational Policy; Elementary Secondary Education; *Policy Formation; School Buildings; *School Funds; School Policy; *School Space
IDENTIFIERS- Building Infrastructure

Surveys; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *New York

This report presents preliminary research concerning learners whose native language is not English and who attend school in the state of New York, focusing on how English-as-a-Second-Language (ESL) teachers in the state view and use technologies to help develop their students' literacy skills. Data are drawn from a statewide survey and initial interviews with 56 ESL teachers who use technology in teaching. The report summarizes: population trends and ESL instruction throughout the United States and within New York State; issues in literacy and second language learning, based on current research; practical, pedagogical, and empirical bases for using instructional technologies in language and literacy instruction; extent of use, in ESL contexts, of software designed for native English-speakers and for non-native speakers; access to computer technology; the reasons teachers give for using software in these ways at each school level (elementary, middle, high school); and use of electronic mail and the Internet. Conclusions are drawn about how and why technologies are being used as they are. Contains 55 references. (MSE)

ED 416 685 FL 025 081

Fradd, Sandra
Language Differences or Learning Disabilities? Identifying and Meeting the Needs of Students from Non-English-Language Backgrounds. Language in Education: Theory and Practice, 86.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Elementary Education; *English (Second Language); Identification; Individual Differences; Instructional Design; *Learning Disabilities; *Learning Problems; *Limited English Speaking; Second Language Instruction; *Special Education; Student Evaluation; Student Needs

This monograph examines recent trends in the education of students from non-English-language backgrounds and cultures who may have learning difficulties or possible disabilities. Chapter 1 provides an overview of policy issues with respect to the education of students learning English as a new language and the interface between regular education, special education, and English-as-a-Second-Language (ESL)/bilingual programs. Chapters 2 and 3 describe procedures followed at Newport Elementary School in its efforts to enhance the learning opportunities of non-English-background students and to incorporate them into mainstream instruction. Chapters 4 and 5 present case studies of two such students experiencing learning difficulties and failing to progress in their current programs. Both studies illustrate how special attention and collaborative problem-solving are important for ensuring that all students are provided appropriate instruction. The final chapter focuses on assessment and instructional planning and implementation. Contains 172 references. (MSE)

ED 416 686 FL 025 082

Frank, Marcella

may vary based on cultural background and previous experiences. Contains 19 references. (Author/MSE)

ED 416 704 FL 025 202

Teweles, Bill
Motivation as a Two-Sided Coin: Motivational Differences between College-Level Chinese and Japanese Learners of EFL.
PUB DATE- 95
NOTE- 22p.; For related document, see FL 025 200.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; College Sophomores; College Students; *Educational Attitudes; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; *Language Proficiency; Language Research; *Learning Motivation; Second Language Instruction; Second Language Learning; Student Attitudes; *Student Motivation
IDENTIFIERS- Chinese People; Japanese People

To determine relative levels of motivation in learning English as a Second Language, 40 freshman and sophomores at 2 national universities in mainland China and Japan responded to a 40-point attitudinal questionnaire and 6-point followup motivational intensity scale. Data on student language proficiency were also gathered. While a solid majority from both universities showed high motivation on the attitudinal measure (87.5 percent of the Japanese and 95 percent of the Chinese), the backup motivational intensity scale, designed to tap a more active orientation to the target language, yielded a more modest 50.6 percent and 67.8 percent positive response, respectively, on the part of the respondents. In addition to showing a somewhat higher instrumental motivation to learn English, it is noteworthy that the Mandarin-speaking freshmen and sophomores also outperformed Japanese college learners of similar age and background on a variety of tests focusing on points of syntax of near-equal difficulty for both language groups. Level of motivation was not shown to correlate highly with proficiency regardless of test type, which parallels findings of earlier studies. Contains 25 references. (Author/MSE)

ED 416 705 FL 025 203

Yorozo, Miho
A Psycholinguistic Study of Relative Pronoun Use by Native Speakers and Non-Native Speakers of English.
PUB DATE- 95
NOTE- 10p.; For related document, see FL 025 200.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Difficulty Level; *English (Second Language); *Interlanguage; *Language Patterns; Language Proficiency; Language Research; Language Usage; *Native Speakers; *Pronouns; Second Language Instruction; Sentence Combining
IDENTIFIERS- *Nonnative Speakers

A study explored similarities and differences in relative pronoun use by native speakers (NSs) and non-native speakers (NNSs) of English. The study was conducted with 40 university students, 20 NSs and 20 NNSs. Specifically, the study examined the education planning: (1) effective and efficient use of public resources, including capacity of the system, flexibility and productivity, effective delivery of services, Tuition Aid Grant distribution, transfer and articulation, and accelerated student learning; (2) education and workforce training, including K-12 education, undergraduate and graduate education, research and scholarship, continuing education, workforce needs, graduation and transfer rates, and academic support for diverse needs; (3) economic growth, including research funding and urban revitalization; (4) community civility, including diversity and enhancing the state's social health; (5) environment, including environmental preservation and developing environmental talent; and (6) health care, including medical and allied health programs, preventive health care, and substance abuse prevention. The document also outlines essential conditions for achieving these recommendations. (MDM)

ED 416 726   HE 030 772

Onwuegbuzie, Anthony J.
Successful Interviews for Academic Positions.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *College Faculty; College Instruction; Deans; Department Heads; *Employment Interviews; Higher Education; Interpersonal Communication; Public Service; *Questioning Techniques; Research

This paper provides a list of questions for prospective faculty members to consider asking during job interviews. It includes suggestions for successful interviews, including being prepared to give a short presentation on current or recently completed research, being prepared to answer questions concerning such research, and being able to present oneself in a professional manner. The bulk of the paper consists of questions that candidates may ask the search committee (including questions related to teaching, research, service, and the school in general), the department chair, dean, and the vice-president. Some examples of the types of questions that the candidate may be asked are also included. The paper recommends asking the most important questions of several of the interviewers so as to ascertain the reliability of the information, and also to request a time frame in regard to notification about the position. (MDM)

ED 416 727   HE 030 773

Wajeeh, Emad M.; Micceri, Ted
Factors Influencing Students' College Choice at Traditional and Metropolitan Universities.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Choice; College Freshmen; College Students;

University.
PUB DATE- 97
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Educational Assessment; *Educational Objectives; Educational Philosophy; *Evaluation Criteria; Focus Groups; Higher Education; *Institutional Mission; Metropolitan Areas; Qualitative Research; *School Effectiveness; *Urban Education; Urban Universities

This qualitative study explored the evaluative criteria used by administrators at a southern, metropolitan university to define institutional effectiveness and to determine the congruency between those criteria and the institution's metropolitan mission. Four focus groups were conducted with 22 administrators (vice chancellors, associate and assistant vice chancellors, academic deans, and department chairs). In addition, a personal interview was conducted with the university chancellor. Content analysis of the focus group data was used to categorize the evaluative criteria into three constructs: educational "geography" (the specifics of the educational process or the content of education; "terrain" (the fitness of the university environment to accommodate the purpose of the process or the context of education; and "landscape" (the higher education benefit to the individual and to society). The findings indicate that the evaluative criteria used by the university leaders were congruent with the philosophical focus on teaching, research, and public service as communicated within the metropolitan university mission. A lack of congruency between the evaluative criteria and the metropolitan mission was found in the importance given to applied research and the evaluative criteria and terminology regarding the university's partnership with the metropolitan region. A declaration of metropolitan universities is appended. (Contains 17 references.) (WD)

ED 416 748 HE 030 941

Lingens, Hans G.
German Higher Education: Issues and Challenges. International Studies in Education.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; College Students; Colleges; Demography; Distance Education; Educational Administration; *Educational Change; Educational Finance; Educational History; Employment Opportunities; Foreign Countries; Higher Education; Professional Education; Professional Training; Research; Student Financial Aid; *Teacher Education; Technical Institutes; Universities
IDENTIFIERS- East Germany; *Germany; West Germany

This book outlines some of the current problems faced by higher education in Germany. The first chapter describes the development of higher education and the changes in this system over time, with an emphasis on the development of higher education in the two Germanys before reunification and some

Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This study examined satisfaction of approximately 2,200 institutions of higher education that participated in the Federal Direct Loan and Federal Family Education Loan (FFEL) programs during the 1995-96 academic year. Among major findings were: (1) both Direct Loan and FFEL institutions were satisfied with their programs, although Direct Loan institutions, especially those participating for the second year, indicated a significantly higher level of satisfaction; (2) however, overall satisfaction of all institutional participants in the Direct Loan program declined from the previous year; (3) institutions in the Direct Loan program were also more likely than institutions in the FFEL program to indicate improved administrative experiences; and (4) Direct Loan institutions were substantially more likely to report satisfaction with the Department of Education's communication and services than FFEL participants. The report first presents survey highlights and an introduction and then details findings in sections on: overall institutional satisfaction with the federal student loan programs; program administration; communications and support from the Department of Education (ED), lenders, and guarantee agencies; and level of interaction with ED's regional offices. Technical appendices include detailed tables, data on distribution of responses and response rates, item response frequencies, specifics of the survey methodology, and the two surveys. (DB)

ED 416 766 HE 031 012

Direct Loan Evaluation. Case Study Summary Report: Academic Year 1995-96.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 61p.; For related documents, see HE 031 010-015.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; Government School Relationship; Higher Education; National Surveys; *Participant Satisfaction; Program Administration; Program Evaluation; Student Financial Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

As part of a 5-year evaluation of the Direct Loan and the Federal Family Education Loan programs, 19 institutions of higher education participating in the William D. Ford Federal Direct Loan Program were visited to examine the diversity of approaches used by schools in planning for and implementing the Direct Loan program. The schools included public and private two- and four-year institutions and proprietary schools. Fifteen schools were Direct Loan participants in 1995-96, while the other four planned to enter the program in 1996-97. Major findings indicated: (1) that while two-thirds of the schools described the transition to direct loans as relatively easy, all expressed concern about the proposed congressional cap on direct lending; (2) schools used a variety of computer environments to implement the program; (3) schools reported satisfaction with the specific steps of implementing direct lending; (5) satisfaction with training and manuals provided by the Department of Education was mixed; (6) program implementation costs ranged from $3,000 to $80,000 per school;

uses volunteers and requires no extra funds, once the basic materials are printed. This one-on-one teaching method allows a special bond to be built between tutor and student. Laubach recommends that teachers provide positive reinforcement of every little progress; speak and progress slowly; and never show disapproval or disappointment. The place of study varies to accommodate tutors and students. At the end of an academic year, a contact program is organized for all the neo-literates. Transportation is provided. (YLB)

ED 416 309 CE 075 187

Fagan, William T.
Literacy and Cultural Thoughtfulness: The Power and Helplessness within and beyond Cultural Boundaries.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 96
NOTE- 12p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 168, 171, 173, 180, 183, 191 and CS 012 996, CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Cultural Context; Cultural Influences; *Cultural Literacy; Foreign Countries; Literacy Education; Social Environment; Socialization
IDENTIFIERS- Newfoundland

The work of Gee and Purves helps provide a framework for understanding cultural contexts and contextual boundaries of literacy. Gee (1991) uses the term "discourse"--a socially accepted association among ways of using language that can identify one as a member of a social context--synonymously with cultural context. Purves' (1991) work supports and adds to Gee's work, although his thinking arises from the perspective of functions of curriculum as a sort of context. When defined within cultural context, the main criterion for literacy is whether the individual functions adequately within his/her cultural context. To determine the extent to which respondents from Bridget's Harbor, Newfoundland, were versed and empowered in cultural ways and in their use of literacy, researchers used data on their participation in or perception of activities/factors. Findings indicated the following: respondents were culturally thoughtful within their primary culture and functioned well within this cultural context; they had learned their culture well; they knew the social mores; they were involved in subsistence activities; they had acquired a range of skills; they engaged in meaningful literacy tasks; were active in community life; had strong family ties and many friends; and they had positive and strong self-images. Forces from the extended culture were having a negative effect. The closure of the fishery and fish plant destroyed a locale where community values were continually being professed among the community workers and removed from them a sense of community control. (Contains 14 references.) (YLB)

ED 416 310 CE 075 191

Albarelli-Siegfried, Anne
Vocational Bilingual Training Model for Office Specialist.
PUB DATE- 96

and understand the whole process and all functions within it. It is concluded that communities can achieve community development and/or sustainability by becoming learning communities characterized by the traits of communities of good practice. (Contains 11 references.) (MN)

ED 416 329 CE 075 715

O'Leary, Christopher J.
Preliminary Evidence on Impacts of Active Labor Programs in Hungary and Poland. Upjohn Institute Staff Working Papers 98-50.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Dislocated Workers; Economic Change; *Employment Patterns; *Employment Programs; Foreign Countries; Free Enterprise System; *Labor Force Development; Outcomes of Education; *Public Policy; Retraining; Salary Wage Differentials; Self Employment; Tables (Data); Transitional Programs; Unemployment
IDENTIFIERS- *Hungary; Impact Studies; International Surveys; *Poland

To assist workers dislocated as Hungary and Poland move to market economies, the governments of both countries provide their labor force with unemployment compensation and various active labor programs (ALPs). ALP impacts were examined by surveying four randomly selected samples: 7,228 ALP participants from 10 counties in Hungary; 4,414 Hungarians not enrolled in ALPs; 7,507 ALP participants from 8 provinces in Poland; and 7,749 Poles not enrolled in ALPs. The response rates for the four groups were 81.4%, 76.5%, 92.6%, and 95.5%, respectively. The Hungarian ALP participants included individuals in one of the following: group retraining; individual retraining; wage subsidy program; public service employment; and self-employment. The Polish ALP participants included individuals in retraining, public works programs, intervention works programs, and self-employment. A preliminary analysis of the survey responses suggested that, in both countries, most ALPs were yielding positive impacts and employment services were providing additive benefits. Because strong evidence of nonrandom assignment to programs was found, it was emphasized that caution should be used when interpreting the preliminary results. Plans to analyze the survey responses further and obtain supplementary data were outlined. (Appendixes constituting approximately 50% of this document contain maps and 25 tables/figures.) (MN)

ED 416 330 CE 075 717

Eberts, Randall W.
The Use of Profiling To Target Services in State Welfare-to-Work Programs: An Example of Process and Implementation. Upjohn Institute Staff Working Papers 98-52.
PUB DATE- 97
NOTE- 83p.; First section and appendix coauthored by Jean Kimmel.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Client Characteristics (Human Services); Comparative Analysis; Educational Needs; Employment Level; Evaluation Criteria; Feasibility Studies; Information Utilization; Models;

learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; readings; role-play materials; and pre- and postassessments. (KC)

ED 416 348 CE 075 768

Kissam, Ed; Dorsey, Holda
Women's Changing Roles. Tierra de Oportunidad Module 11. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 25p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Employed Women; English (Second Language); *Family Life; Family Problems; *Family Relationship; Family Structure; *Family Work Relationship; *Females; Immigrants; Learning Modules; Lesson Plans; Life Style; Literacy Education; Sex Fairness; *Sex Role
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses the different roles of women in the United States. Topics covered include the following: identifying problematic lifestyle differences; defining solutions to such problems; role-playing effective and ineffective ways to address problems; acknowledging role changes necessary for success; identifying conflicting pressures; questioning and weighing traditional and contemporary values; and communicating uncertainties or perspectives on problems. Basic skills addressed include communication skills, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 12 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; role-play materials; and pre- and postassessments. (KC)

ED 416 349 CE 075 769

Kissam, Ed; Dorsey, Holda
Parents' Involvement in Their Children's Education. Tierra de Oportunidad Module 12. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 27p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Elementary Secondary Education; English (Second Language); *Family Involvement; *Family Relationship; *Family School Relationship; Immigrants; Learning Modules; Lesson Plans; Literacy Education; Parent Responsibility; *Parent Teacher Conferences; Parents as Teachers

Education, Training, and Development (Port Douglas, Queensland, Australia, September 30-October 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Competence; *Education Work Relationship; Educational Practices; *Educational Trends; Elementary Secondary Education; *Employment Qualifications; Foreign Countries; *Job Skills; Labor Force Development; *National Standards; *School Business Relationship; Secondary Education; Trend Analysis; Validity
IDENTIFIERS- *Australia; Denmark; France; Germany; Japan; New Zealand; Scotland; United Kingdom; United States

In many countries throughout the world, efforts to articulate the knowledge, skills, and abilities required of workers have translated into the development of organizations with the specific charter to establish industry-based skill standards with attendant new and/or expanded forms of certification of competencies. The new emphasis on skill standards may be traced to many factors, including shifts in production processes and occupations, recognition of the fact that production must accommodate the environment, and the realities of the labor pool. Throughout the world, systems of initial preparation for work are undergoing significant change, and recognition that education and learning must take place in both schools and the workplace is increasing. The system in place to keep workers prepared for work (including lifelong learning, distance education, continuing professional development, and job training) is arguably the weakest link in almost every country's strategy to ensure a skilled work force. Australia's new system of occupational and industrial core and technical standards and eight competency levels provides a framework for accomplishing the following: identifying and developing transferable skills across industries; elaborating career paths within industries; and ensuring correspondence between earning a degree and acquiring the types of competencies required for working at various levels. (MN)

ED 416 369 CE 075 815

Gysbers, Norman C.
Youth Career Planning--Career Development Knows No Boundaries.
PUB DATE- 95
NOTE- 8p.; Paper presented at the International Convention for Education, Training, and Development (Port Douglas, Queensland, Australia, September 30-October 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Choice; Career Counseling; *Career Development; Career Education; *Career Guidance; *Career Planning; Elementary Secondary Education; Guidance Programs; Needs Assessment; Program Development; *Youth

Convergence of ideas from counseling and career psychology along with dramatic economic, social, and political changes call attention to the need to understand and respond to the career development of all people, but particularly that of youth. Changes in career education theory and practice include the following: a broader understanding of career development over the life span, occupational choices over the life span, and use

"Humor at Work" (James Cooper); "Understanding Adolescent Depression and Suicide" (Wanda Grimes); "Hospital: A Place of Healing and Work" (Laura Harrison); "Coping with Stress in Health Care" (Helen Kreit); "How Employers Should Help People with Mental Illness Succeed on the Job" (Jill Maurer); "Effective Communication on the Job" (Minnette Nokes); "The Lack of Affordable Daycare" (Cathy Wall); and "Knowing How to Care If I Must Be the One" (Joan Willis). (KC)

ED 416 388 CE 075 863

Tusch, Hanspeter; de Winter, Albert; Paleocrassas, Stamatis; Lenert, Jerry; Werne, Alexis; Oddens, Derk
Teachers and Trainers in Vocational Education and Training. Volume 3: Austria, Belgium, Greece, Luxembourg and the Netherlands.
PUB DATE- 97
NOTE- 228p.; For related volumes, see ED 401 469-470 and CE 075 864.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developed Nations; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; Teacher Associations; *Teacher Education; *Teacher Responsibility; *Teacher Rights; Trainers; Unions; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Austria; Belgium; Greece; Luxembourg; Netherlands

This third volume in the series provides a systematic description of the situation of teachers and trainers in vocational education and training (VET) in five European countries: Austria, Belgium, Hellas/Greece, Luxembourg, and the Netherlands. Each country report begins with an outline of the national context--the country's geographical features and the ethnological composition of its population; cultural history and religious considerations are included where they are relevant to VET. A brief description follows of the overall education system of which VET is a part. The next section of each report examines the VET system within which the teachers and trainers who are the subject of this publication serve. The following section describes the teaching and training faculty--in quantitative and qualitative terms to the extent that the relevant information is available--and an account of teachers' and trainers' legal standing, rights, and duties and also those of the teacher unions and other professional organizations that work on their behalf. The final substantive sections explore the inservice and continuing training opportunities open to teachers and trainers in VET and possibilities for career advancement. A separate section lists the addresses of institutes associated in some way with the initial or continuing training of teachers or trainers in VET. Finally, each country report presents a list of acronyms and abbreviations used in the text. (YLB)

ED 416 389 CE 075 864

Harrebye, Jette; Sorensen, John Houman; Taalas, Matti; Finnbogason, Gunnar; Bjerknes, Ellen; Petersson, Bengt
Teachers and Trainers in Vocational Education and Training. Volume 4: Denmark, Finland, Iceland, Norway and Sweden.
PUB DATE- 97
NOTE- 218p.; For related volumes, see ED 401 469-470 and CE 075 863.
LANGUAGE- English

Wisconsin Risk/Needs Assessment is appended.) (MN)

ED 416 407 CE 075 895

The State of Literacy in America: Estimates at the Local, State, and National Levels.
PUB DATE- 98
NOTE- 327p.; Based on research by Stephen Reder commissioned by the Office of Vocational and Adult Education, U.S. Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Data Analysis; Estimation (Mathematics); *Functional Literacy; *Illiteracy; *Literacy Education; National Surveys; *Reading Achievement; Reading Skills; School Districts; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Extrapolation; *National Adult Literacy Survey (NCES)

This document presents synthesized estimates of the rates of level 1 literacy by congressional district in the 50 states and District of Columbia. The estimates are extrapolations of the National Adult Literacy Survey (NALS) that were based on the findings of approximately 26,000 interviews. The document begins with an introduction containing the following: overview of the NALS; examination of what it means to be literate in the 1990s; definition of level 1 literacy (ability to perform many tasks involving simple texts and documents but difficulty using certain reading, writing, and computational skills considered necessary for functioning in everyday life); and discussion of the impact of low literacy. Presented next are answers to 12 frequently asked questions about synthetic estimates of adult literacy proficiency. The remainder of the document consists of bar graphs and maps detailing the rates of level 1 literacy by state, congressional district, county, and municipality. A total of 119 figures/tables/maps are included throughout the document. Appended is a paper, "Synthetic Estimates of Literacy Proficiency for Small Census Areas" (Stephen Reder), that describes the extrapolation techniques, which are said to be relatively accurate for individual localities with at least 10,000 inhabitants. (MN)

ED 416 408 CE 075 938

Cooper, Kippy; Souders, Amy
Exemplary Worksite Learning Programs: Preparing Students for the 21st Century.
PUB DATE- 97
NOTE- 74p.; Product of the National Tech Prep Network.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Career Education; Demonstration Programs; *Education Work Relationship; High Schools; *Job Training; Postsecondary Education; Program Descriptions; Program Development; Program Implementation; Tech Prep; *Vocational Education; *Work Experience Programs

This report provides information on three Exemplary Worksite Learning Award winning programs in which students learn by participating in hands-on classroom activities and by taking part in worksite experiences. Three sections provide a brief description of each winner. The first provides information on and psychological issues, instructional issues, gender, language and literacy, literacy and health, workplace literacy, planning and implementation of adult literacy programs, assessment and evaluation, post-literacy, policy issues in literacy development, and national literacy campaigns and programs. (YLB)

ED 416 425 CE 075 987

Eisemon, Thomas Owen; Marble, Kari; Crawford, Michael
Investing in Adult Literacy: Lessons and Implications. ILI Technical Report TR98-03.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).; Pennsylvania Univ., Philadelphia. Graduate School of Education.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Banking; Credit (Finance); *Developing Nations; *Educational Finance; Foreign Countries; Functional Literacy; *Literacy Education; *Nonformal Education; Participation; Private Agencies; Program Development; Program Effectiveness; Voluntary Agencies
IDENTIFIERS- *World Bank

Despite its low volume of lending for adult literacy and nonformal education, the World Bank acquired significant project experience in the 1960s and 1970s. Enthusiasm for nonformal education waned in the 1980s; increasing priority was given to help governments to achieve universal primary education as the principal means of making societies literate. The World Bank now supports literacy programs for these reasons: persisting high rates of illiteracy; complimentary claims of adult literacy and primary schooling on public expenditure; and deleterious impact of political and economic turmoil in developing nations on public education management and finance. Projects support a wide range of literacy providers, not just government adult education agencies, usually through a competitive social funding mechanism to encourage competition, experimentation, and replication of best practices. Five general lessons can be drawn from the bank's experience to increase the effectiveness of investments in adult education: literacy instruction is often more successful when combined with teaching practical skills; developing functional literacy may involve teaching basic scientific knowledge and learning a second language; nongovernmental agencies usually require strengthening to become executing agencies for donor projects; documenting effective practices requires systematic development of research capacity; and literacy program impact can be improved with targeting to youths. (Contains 13 references.) (YLB)

ED 416 426 CG 027 689

Wrenn, C. Gilbert
Intelligence, Feeling, Caring: Some Personal Perceptions.
PUB DATE- 96
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Attitudes; Counselor Educators;

writing. Teachers must keep up the momentum of this development by allowing children plenty of time for reading and writing. Another way to involve students, is through the "Language Experience Approach" which enables children to write and read their own books. Explicit phonics instruction that emphasizes a relationship between letters is also necessary. One technique used to emphasize letters, word patterns, and spelling is a "Making Words Activity." Others include spelling tests (where sounds are exaggerated), rules instruction, and drill. It is evident that beginning readers learn to read in various ways, and therefore a combination of methods and techniques is the best approach. Teachers have to include phonemic awareness, authentic reading and writing and phonics instruction in order to reach all students. The goal is to have a classroom of proficient readers; qualities of proficient readers include: the ability to self-correct, make sense of a reading, predict what will happen, take risks, and challenge themselves. More specifically, a proficient reader will be able to decode unknown words, derive meaning from context, and comprehend main ideas (Sonoma County Reading Institute, 1997). (Contains seven references.) (CR)

ED 416 444   CS 013 033

Sjosten-Bell, Wendy
Baseline for Beginning Readers.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; *Decoding (Reading); Instructional Effectiveness; Learning Strategies; *Phonics; Primary Education; *Reading Instruction; *Whole Language Approach
IDENTIFIERS- *Learning Environment; Phonemic Awareness; Phonological Awareness

There are continuing debates about the best approach to teaching reading--phonics or whole language. The most valuable link to learning to read is phonological or phonemic awareness, as soon as the alphabetic system is mastered. After phonemic awareness has been established, students enter the orthographic stage where they can process longer strings of letters. Also important is a learning environment where students' anxiety should be kept low while they are motivated to read. Good teachers will arm their students with different tools to help them learn to decode words, including: using phonics, recognizing sight words, and using the context. The best way for beginning readers to become proficient readers is to read. There are many different paths that lead to creating successful, proficient readers. Beyond some phonics instruction, which has been deemed absolutely necessary, the way to nurture a beginning reader is left to the instructor. Whether a basal, language-experience or whole language approach is used, the result can be the same, proficient readers. It is important for the teacher to understand the evolution of beginning readers and give students the tools necessary to decode. (Contains eight references.) (CR)

ED 416 445   CS 013 042

Relationship

In an effort to create a polyphonic critical response to the roles of the researcher and the researched in classroom-based literacy research, this paper is formatted as a play--indented parts are direct quotes from others spoken by the speakers. It articulates questions of classroom literacy research as it considers the methods, goals, and purposes of such research. It notes that a survey of articles published in "Language Arts" from 1992 to 1997 indicates that the articles written by teachers, paraprofessionals, college professors, doctoral students, reading specialists, and researchers not affiliated with institutions of higher learning. The survey also shows: a variety of qualitative traditions were included in the articles reviewed; the relationships between the researcher and the researched varied considerably from article to article; and researchers and authors made decisions about who would be presented and re-presented and in what ways. The paper notes that qualitative literacy researchers are still inventing their research traditions. It then discusses researching "in," "for," and "with" and how these prepositions will be useful as researchers make sense of the positions of the researcher, the researched, and the extant literature. Contains 16 references and a figure illustrating the relationship between the researcher, that which is researched, and the extant knowledge base. (RS)

ED 416 465 CS 013 084

Snow, Catherine E., Ed.; Burns, M. Susan, Ed.; Griffin, Peg, Ed.
Preventing Reading Difficulties in Young Children.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 445p.; Prepared by the Committee on the Preservation of Reading Difficulties in Young Children.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; *Classroom Environment; Early Childhood Education; Early Intervention; High Risk Students; Literature Reviews; Primary Education; *Reading Difficulties; *Reading Instruction; *Reading Research; Reading Skills; Research Needs; Teaching Methods
IDENTIFIERS- Reading Management

Suggesting that empirical work in the field of reading has advanced sufficiently to allow substantial agreed-upon results and conclusions, this literature review cuts through the detail of partially convergent, sometimes discrepant research findings to provide an integrated picture of how reading develops and how reading instruction should proceed. The focus of the review is prevention. Sketched is a picture of the conditions under which reading is most likely to develop easily--conditions that include stimulating preschool environments, excellent reading instruction, and the absence of any of a wide array of risk factors. It also provides recommendations for practice as well as recommendations for further research. After a preface and executive summary, chapters are (1) Introduction; (2) The Process of Learning to Read; (3) Who Has Reading Difficulties; (4) Predictors of Success and Failure in Reading; (5) Preventing Reading Difficulties before Kindergarten; (6) Instructional Strategies for Kindergarten and the Primary Grades; (7) Organizational Strategies for Kindergarten and the Primary Grades; (8) Helping Children with Reading Difficulties in Grades 1 to 3; (9) The Agents of Change; and (10) Recommendations for Practice and Research. Contains

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Teacher Role; *Teacher Student Relationship; Writing Attitudes; *Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- Academic Discourse; *Experimental Writing

Presented as a conversation rather than as a single-voiced academic paper, this paper describes the three people's experiences with experimental academic writing as students and as teachers. It describes such writing (or autobiographical scholarship) as a hybrid blend of autobiographical bits and scholarship, writing and reading, public and private, accessibility and specificity which is inspired by or collaborates with feminist, anti-elitist, multi-ethnic, reader-response, ecocritical, and postmodern theories. The paper then describes teaching experimental kinds of writing alongside more traditional forms, and notes that experimental writing helps students who have felt less engaged with standard academic writing to discover voices they had closeted and enables them to enter the conversation where conformity to standard approaches had left them mute. According to the paper, the writing teachers have also noted that experimental writing draws students into what they are writing about in interesting ways. It is then noted that experimental writing raises new questions about evaluating writing--evaluating experimental writing requires more dialogue with the writer to understand the experiment. The paper concludes that although experimental writing requires more dialogue with students, teachers think of their students more as writers and the students respond more as writers--with skills, knowledge, intention, and an ability and desire to learn and to use writers' tools. (RS)

ED 416 485 CS 216 190

Nardo, Don, Ed.
Readings on "The Canterbury Tales" (Geoffrey Chaucer). The Greenhaven Press Literary Companion to British Literature.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classics (Literature); *English Literature; Higher Education; *Literary Criticism; *Literary Devices; Literary History; *Medieval Literature; Research Tools; Secondary Education
IDENTIFIERS- *Canterbury Tales; *Chaucer (Geoffrey)

Intended as an accessible resource for students researching "The Canterbury Tales," this collection of essays about Geoffrey Chaucer's (d. 1400) classic work contains an in-depth biography of the author and writings from a wide variety of sources. The essays are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of Chaucer's life and career as well as of concurrent historical events, a list of Chaucer's other works, and primary and secondary bibliographies to facilitate research. The 17 essays and their authors include: "Where Did Chaucer Get His Idea for 'The Canterbury Tales?'" (Donald R. Howard);

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Intermediate Grades; Junior High Schools; Middle Schools; Student Needs; Teacher Role; Writing Assignments; *Writing Improvement; *Writing Skills; *Writing Strategies; *Writing Workshops
IDENTIFIERS- *Middle School Students

Intended for both beginning teachers and experienced teachers, this book offers a detailed plan for organizing a successful writing classroom. The book presents teachers with many new approaches for interacting with students and their writing. Following a foreword by Russ M. Burkhardt and an introduction chapters in the book are: (1) The Ten-Day Writing Workshop; (2) After Writing Workshops; and (3) Success-Oriented Grading. Contains 41 references. (NKA)

ED 416 505 CS 509 639

Daya, D. D.
Developing a Critical Response to Media Viewing with Special Reference to Television and Film-Video Demonstration.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Conference of the International Communication Association (48th, Jerusalem, Israel, July 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Critical Reading; *Critical Viewing; Film Criticism; Film Study; *Films; Foreign Countries; Higher Education; Mass Media Effects; Soap Operas; *Television Viewing
IDENTIFIERS- South Africa

This paper outlines the fourth-year film appreciation course at Rand College of Education in Johannesburg, South Africa, designed to develop a greater critical awareness in students so they are able to distinguish between good and mediocre film and video material. Some attempt is made to establish what qualifies material to be regarded as "art." The paper discusses soap operas; television films based on a Barbara Cartland novel and on Sydney Sheldon's "Memories of Midnight"; and the films "Lethal Weapon 2," "Lorenzo's Oil," "Baghdad Cafe," "Howards End," and "The Remains of the Day." (RS)

ED 416 506 CS 509 647

Klotman, Phyllis Rauch
Frame by Frame I--A Black Filmography.
PUB DATE- 97
NOTE- 716p.; Originally published in 1979; reissued in 1997. For "Frame by Frame II," see CS 509 648.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Black Culture; *Black Studies; *Blacks; *Film Industry; Film Production; *Film Study; *Filmographies; Popular Culture; Racial Attitudes
IDENTIFIERS- *African Americans; Black Artists; *Black Films; Film History; Film Stars

For the student or scholar of Black film, this volume provides a compendium of approximately 3,000 film items with Black themes or subject matter (even before Black actors appeared in them);

latest data reported the basic public speaking course remains the most popular basic course, the hybrid course offers an alternative approach to instruction in the basic course. While some basic courses emphasize public speaking, others focus on interpersonal communication, and yet others teach communication theory. Using requirements from regional accrediting agencies as a foundation enhances decisions concerning important communication skills in the basic course. The hybrid course has been presented as the appropriate course for undergraduate education for many years. This paper continues and, hopefully, contributes to this discussion. Since the basic communication course is usually the only course students take, communication faculty need to be prepared to make this course a significant contribution to the students' undergraduate studies and career aspirations. (Contains 23 references.) (Author/CR)

ED 416 527 CS 509 723

Phillips, Kristina M.
Establishing the Environment: Setting a Supportive Climate.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cultural Differences; Discussion (Teaching Technique); Diversity (Student); Elementary Secondary Education; Higher Education; *Teacher Behavior
IDENTIFIERS- *Supportive Learning Environments

Supportive classroom environments can enhance students' learning about their own diversity as well as that of others. Discussing basic diversity variables such as gender, age, and race can raise awareness and conscious decision making about how students use and view communication in their everyday lives. A graduate student instructor enhances her classroom climate by incorporating teaching literature, communication techniques learned through her training program, and classroom experiences when supportive behaviors have been adopted. A supportive climate is the result of supportive messages and comes from the instructor's conscious awareness of where his or her students are in terms of personal development and maturity. Supportiveness can be categorized into five major categories: informational, tangible aid, emotional, network, and esteem support. Using these supportive techniques are especially important when discussions about cultural diversity arise. Strategies to create safe environments where students can take risks and break the taboo of silence are: (1) create a community atmosphere; (2) demonstrate respect; (3) invite and encourage discussion; and (4) personalize the issues. Two cultural diversity activities are "Concentric Identity Circles" and "Who Will Survive?" (RS)

ED 416 528 CS 509 724

Mackler, Tobi; Savard, Theresa
Cross-Cultural Communication through Course Linkage: Utilizing Experiential Learning in Speech 110 (Introduction to Speech/Communication) & ESL 009 (Oral Skills).

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Definitions; Higher Education; *Leadership; *Leadership Training; *Organizational Communication; Persuasive Discourse; Skill Development; Undergraduate Students
IDENTIFIERS- Communication Behavior; *Followership

The purpose of this paper is to define leadership through "followership." The paper begins by defining "leader," "follower," and "symbiosis." It explores: what followers do; what followers want; and what followers and leaders expect from each other. From these perspectives, the paper presents a rationale for how leadership and followership should be integrated into leadership development to maximize a symbiotic relationship. It uses John Gardner's definition of leadership because it communicates the inherent aspect of communication between leaders and followers and focuses on persuasion or reward rather than force as the driving motivation for both the leader and the follower. The paper points out that modern trends in organizational structures and management practices have attempted to capitalize on the principles of teamwork and redefine the relationship of leader and follower, but that these newer approaches to leadership have had their critics, and that there is little solid research to support the theories. Nevertheless, the paper suggests a pedagogical approach to a leadership development program for freshmen based on humanistic values which enhances both the leader and the follower. Offered are activities and exercises of skills associated with the follower's role and the identified framework; as a goal, the aim is the development of role models who demonstrate followership skills that prepare them for leadership. Contains 19 notes. (NKA)

ED 416 548 CS 509 747

Bowdy, Matthew A.
"Como Se Dice HIV?" Adapting Human Immunodeficiency Virus Prevention Messages to Reach Homosexual and Bisexual Hispanic Men: The Importance of Hispanic Cultural and Health Beliefs.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Bisexuality; *Cultural Context; Family Role; Health Education; *Health Promotion; Hispanic American Culture; *Hispanic Americans; Homosexuality; *Males
IDENTIFIERS- Fatalism; *Health Communication; Machismo; Message Design; *Message Transmission; Preventive Education; Target Populations

HIV/AIDS prevention messages catered to Anglo homosexual/bisexual men are not effective in teaching preventative behaviors to Hispanic homosexual/bisexual men. Hispanic sociocultural traits associated with homosexuality and bisexuality prevent the effectiveness of these messages. The Hispanic family is also extremely important in influencing behaviors. Successful HIV prevention messages geared toward Hispanic homosexual/bisexual men need to include the following: the importance of the Hispanic family, Hispanic cultural beliefs about homosexuality and bisexuality, and the cultural beliefs of "machismo" and

ED 416 567 EA 028 875

Morasky, Angela
Wisconsin Charter Schools, 1996-97. Bulletin No. 98133.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; *Charter Schools; Comparative Analysis; Educational Innovation; Elementary Secondary Education; Models; Program Descriptions; Program Evaluation
IDENTIFIERS- *Wisconsin

Charter schools are public schools created through a business-like contract, or "charter," with the sponsoring school board. Although the process is somewhat standardized, each state's schools are unique. Ways in which charter schools are operating in one state, Wisconsin, are detailed in this volume. The text represents the most complete and informative description of charter schools in the state and features case profiles of 13 charter schools. It explores the history of charter schools in Wisconsin, what charter schools can and cannot do, their organization and governance, teaching requirements, funding, and accountability. Case study profiles, which consist mostly of middle schools and high schools, feature the address of each school, along with a phone number, a profile of academic efforts, and a table of enrollment information. Some of the themes in these schools include alternative education, accelerated learning, and various thematic emphases. A comparison of charter schools, paying special attention to curriculum, instructional programs, methods of assessment, staffing, schedules, populations and locations, and administrative information is also included. (RJM)

ED 416 568 EA 028 880

Seyfarth, John T.
Personnel Management for Effective Schools. Second Edition.
PUB DATE- 96
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Collective Bargaining; Educational Administration; Educational Finance; *Educational Planning; Elementary Secondary Education; Employment Practices; Instructional Leadership; *Personnel Evaluation; Personnel Selection; *School Administration; Teacher Evaluation

Myriad issues face those who manage school personnel. Explicating the wide range of activities covered by the term "personnel management" is the object of this text. It is geared for prospective and current school administrators whose responsibilities include any aspect of personnel management. The text is organized around the premise that student learning is directly related to teachers' classroom behavior and that personnel management determines the quality of instruction. The volume opens with an overview of personnel management and its importance in effective schools. It shows administrators how to plan for staffing needs, how to conduct the selection process, ways to obtain information and evaluate applicants, strategies

PUB DATE- 97
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adolescents; *Behavior Standards; Change Strategies; Children; Elementary Secondary Education; Mass Media Role; *Moral Development; Parent Child Relationship; Social Values; Student School Relationship; *Values

This book introduces the concept of a youth charter -- a communication strategy that can help young people understand the reactions of others to their behavior. Such charters identify a community's standards and expectations for young people's behavior and created occasions for imparting these standards and expectations to the young. The process for building youth charters and some of the core standards and expectations that play a role in community charters are detailed: Part 1 ("The Need")--1) "Windsor, 1997/98"; 2) "Windsor, 1998/99"; 3) "Youth Charters"; Part 2 ("Settings for Guidance and Growth")--4) "Guidance on the Home Front"; 5) "School Success"; 6) "Beyond Home and School: Sports, Friends, Mentors, Jobs"; Part 3 ("The View from the Top")--7) "The Mass Media"; 8) "Enabling a Disabling Society"; 9) "Government: Its Proper Role"; Part 4 ("The Method")--10) "Guidelines for Building a Community Youth Charter"; "Appendix: Task Force Reports from the Wellesley Youth Charter Initiative." (Contains notes and an index.) (RJM)

ED 416 588 EA 028 919

Levine, Roger; Christenson, Bruce
Public School Districts in the United States: A Statistical Profile, 1987-88 to 1993-94. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; *Educational Assessment; *Elementary Secondary Education; Geographic Regions; *National Surveys; Profiles; Public Education; *Public Schools; *School Demography; *School Districts; School Statistics; Statistical Analysis; Tables (Data)

The publicly available statistical information on U.S. public school districts to date has been limited to certain demographic characteristics of districts, student enrollment and racial composition, and the numbers of teachers. To enlarge this fund of knowledge, information on the variety of attributes, policies, and practices of public school districts in the United States is presented here. The report draws on data from a nationally representative survey of schools, teachers, principals, and public school districts. The topics covered here include geographic and demographic characteristics, the number and racial composition of students and teachers, the number and qualification of new hires, hiring criteria, teacher demand, and district efforts to recruit and retain teachers, teacher compensation and incentives, programs and services provided by the district, district graduation requirements, and other student policies. Within each of these

Postsecondary Education; *Regular and Special Education Relationship; *Teacher Collaboration; Teacher Role; *Team Teaching; Workshops

This manual offers strategies on ways to deliver inclusive education to students with mild disabilities. Its format is designed for on-site training, weekend institutes, and summer workshops. An introductory chapter addresses change and school culture, defines students with mild disabilities, and considers the decision-making process. Chapter 2 addresses the change process more directly by comparing inclusive to traditional educational thinking and practices. Chapters 3, 4, and 5 each include a narrative presenting basic information and case situations related to issues discussed in the chapters. Chapter 3 focuses on parents, teachers, and inclusion, particularly role changes and parent-professional partnerships. Case situations address the reluctant parent, summer school, parent-teacher partnering, and the neighborhood school. Chapter 4 examines teaming for inclusion, noting the need to redefine educators' roles, ways to begin teaming, and benefits of teaming. Case situations in this chapter address the new team member, maintaining services, time demands, grading, the transfer student, and behavior problems. Chapter 5 is on curriculum and inclusion and includes case situations on questioning tradition, employability/life skills, authentic activities relating to the real world, and adapting curriculum. Appendices provide 44 resources intended for use in delivering the training or as hand-outs. (Individual chapters contain references.) (DB)

ED 416 607 EC 306 155

Glang, Ann; Cooley, Elizabeth; Todis, Bonnie; Stevens, Tuck; Voss, Judith
Enhancing Social Support and Integration for Students with Traumatic Brain Injury. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Friendship; *Head Injuries; Inclusive Schools; *Interpersonal Competence; Intervention; Mainstreaming; *Neurological Impairments; Parent Education; *Peer Relationship; School Community Relationship; *Social Integration; Social Support Groups; Student Participation; Teamwork; Training Methods

This final report describes activities and accomplishments of the Building Friendships project, which developed, implemented, evaluated, and disseminated an intervention to improve the social integration of students with traumatic brain injury (TBI). The project used an ongoing, informal team approach to bring together and mobilize key people in a student's life around the goal of enhancing the student's school- and community-based social network. The project implemented intervention strategies that are both student-centered and environment-centered. These strategies included direct training of students to enhance social skills, training parents in ways to encourage skill generalization, inservice and peer training about TBI, "peer liaisons," facilitation of involvement in school organizations, training staff of community programs, and pairing community volunteers with TBI students. Students, (and assurances) and the five main sections, which cover: (1) enrollment and proposed number of gifted students to be served; (2) student selection criteria; (3) description of gifted program; (4) budget for instructional staff positions; and (5) budget for special materials for all program components. Six appendices provide more detail on nonsupplant of the regular program; certification requirements for teachers of the gifted; the gifted student selection process; minimum caseloads eligible for reimbursement; state administrative rules; and definitions of terms. (DB)

ED 416 625 EC 306 176

Procedural Safeguards for Children and Parents as Required by Public Law 94-142, The Individuals with Disabilities Education Act (IDEA).
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; Compliance (Legal); Confidentiality; *Disabilities; Discipline Policy; *Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; Hearings; *Legal Responsibility; Parent Grievances; Parent Participation; *Parent Rights; *Special Education; State Legislation; Student Evaluation; Student Rights
IDENTIFIERS- Family Educational Rights and Privacy Act 1974; *Individuals with Disabilities Education Act; Missouri

This guide summarizes procedural safeguards for children with disabilities and their parents. It was compiled from the Individuals with Disabilities Education Act, the Missouri State Plan for Special Education, local (Missouri) district Compliance Plans for Special Education, and the Family Educational Rights and Privacy Act of 1974. Rights and safeguards are outlined and explained for the following topics: (1) written notice and consent, (2) independent evaluation, (3) access to records, (4) discipline, including alternative educational settings, (4) limitation on reimbursement for private school placement by parents, (5) due process hearing procedures, including a resolution conference (optional), (6) impartial due process hearings -general aspects, (7) impartial due process hearings--the 3-member hearing panel, (8) child complaints, (9) civil action, and (10) attorney's fees. (DB)

ED 416 626 EC 306 177

Erickson, Ron; Ysseldyke, Jim; Thurlow, Martha; Elliott, Judy
Reporting Educational Results for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *Accountability; Compliance (Legal); *Data Collection; *Disabilities; *Educational Assessment; Educational Policy; Elementary Secondary Education; Federal Legislation; Recordkeeping; Reports; State Programs; State Standards; Student Evaluation; Student Participation;

Presented to Parliament by the Secretary of State for Education and Employment by Command of Her Majesty.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Agency Cooperation; Behavior Disorders; *Disabilities; Early Intervention; Educational Needs; *Educational Policy; Elementary Secondary Education; Emotional Disturbances; *Excellence in Education; Foreign Countries; Inclusive Schools; Parent Participation; *Policy Formation; Preschool Education; *Special Education; Teacher Education
IDENTIFIERS- *England

This report presents goals and recommendations for meeting the special education needs (SEN) of students with disabilities in England by the year 2002. Sections of the report address: (1) policies for excellence, which discuss the definition of SEN, early identification and early intervention, improving literacy and numeracy, school improvement and target setting, the National Curriculum, and the impact of information and communications technology; (2) working with parents; (3) practical support, which discusses recommended changes to the Code of Practice to reduce bureaucracy and better services; (4) increasing inclusion while protecting and enhancing specialist provision for those who need it; (5) planning SEN provision, which describes how regional cooperation can be encouraged so that specialist facilities are available when and where they are needed; (6) professional development of teachers of students with SEN; (7) working together, which addresses how the government, local education agencies, and other local agencies and businesses need to work together in supporting the education of children with SEN; and (8) principles into practice, which discusses the unique needs of children with emotional and behavioral difficulties and the importance of early intervention. An appendix provides information on funding the SEN framework and key questions for consultation. (CR)

ED 416 645 EC 306 204

Robins, Mike; Gilbert, Robert N.
Welcome to Our World: Realities of High School Students.
PUB DATE- 98
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Athletics; Attention Deficit Disorders; Behavior Disorders; Coping; Divorce; Educational Change; Family Problems; *High School Students; High Schools; Learning Disabilities; Life Events; Peer Acceptance; *Personal Narratives; Sexuality; *Social Problems; Stress Management; Student Adjustment; Student Alienation; Student Attitudes; *Student Experience

This book approaches school reform from the perspective of high school students and their individual views of life within their high schools. Included are essays from students who have behavior disorders, attention deficit disorders, and learning disabilities. The introductory chapter suggests that administrators, teachers, and students all live in different realities, and discusses the reality gap in which students want

Researchers have discovered that the physical condition of a school can make a difference in student achievement. To further this knowledge, seven articles on school environments, ranging from school repair to strategies for infrastructure funding, are presented. The first article, "The Cruel Conditions of Our Nation's Schools," (Michael R. Williams) describes how deferred maintenance in school buildings has raised school repair costs to $112 billion over the next 3 years. Some of the questions raised are addressed in the second article, "Probe Roundtable", which reports on a discussion of experts on learning and school facilities and focuses on questions that must be answered so as to help policymakers and community leaders manage their schools' facility needs. School design and consensus is covered in the third article, "Design and Consensus," (Julie Miller) and features an example of an innovative planning process. Ways in which architects and educators have translated research on school reform into workable plans for school facilities are discussed in "School Facilities Fit for Reform" (Anne C. Lewis), followed by details on how color, lighting, and other elements can be combined to aid student achievement in "School Sense" (Ullik Rouk). Many communities need infrastructure funding and ways in which to raise funds, without seeking voter-approved bond issues; these strategies are detailed in "The Question That Won't Go Away" (Lynn W. Zempel). The next article, "Managing in the States" (Brian Curry), describes how school are being forced to find creative solutions to the increasing demands being placed on aging schools. The publication concludes with "A Role for the Federal Government in School Infrastructure?" (Neil Strawser). (RJM)

ED 416 666 EF 005 023

Earthman, Glen, I.; Lemasters, Linda
Review of Research on the Relationship between School Buildings, Student Achievement, and Student Behavior.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Council of Educational Facilities Planners, International (Tarpon Springs, FL, October 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Design; *Educational Environment; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Facility Case Studies; School Buildings; School Construction; *Student Behavior; Thermal Environment; Visual Environment

The most persistent question in the field of school facility planning relates to that of the relationship between the built environment and the performance and behavior of users, particularly students. Ways in which the built environment affects two student variables--student achievement and student behavior--are explored. The first variable is student achievement as measured by some form of standardized or normed test, or examination administered to all students in the schools under study. The other variable is student behavior that can include specific level of student activity or school climate. A survey of research summarizes open-education programs and open-space schools, school building age, thermal factors, visual factors, color and interior painting, hearing factors, open space, windowless facilities, underground

An Interactive Procedure for Developing Literary Appreciation and Language Skills.
PUB DATE- 97
NOTE- 21p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Classroom Techniques; Discourse Analysis; *English (Second Language); *Language Skills; *Literature Appreciation; Second Language Instruction; *Short Stories; Skill Development; Teaching Methods

A classroom method used to develop advanced English-as-a-second-language students' appreciation for a literary work, ability to do close text analysis, and general language skills is described. The four-session procedure uses a short story and careful sequence of teacher questioning. In the first session, students are prepared to understand the story's creative aspects by considering elements that make it meaningful. They then read the text. In the second session, small groups compare notes on their analyses and begin whole-class discussion of story specific elements: setting; characters; action; theme; style; language; cultural references; symbols. Specific questions are presented here. Student are given the full 90 minutes of the third session to write about what the theme of the story is and how the author uses characters and symbols to bring it out. In the fourth session, the essays are returned with teacher comments and error corrections. Common problems are discussed, and an exemplary essay written by a former student is distributed to all students. They are then asked to rewrite their essays and to make corrections to sentences with errors on a list distributed to them. Story text, exemplary essay, and sentences for correction are appended. (MSE)

ED 416 687 FL 025 083

Stryker, Stephen B., Ed.; Leaver, Betty Lou, Ed.
Content-Based Instruction in Foreign Language Education: Models and Methods.
PUB DATE- 97
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advanced Courses; Arabic; Classroom Techniques; *College Instruction; Course Descriptions; Curriculum Design; Czech; Foreign Countries; French; Higher Education; Immersion Programs; Instructional Design; Instructional Materials; Introductory Courses; Italian; Journalism Education; *Language of Instruction; Language Proficiency; *Language Role; Russian; Second Language Instruction; *Second Languages; Spanish; Teaching Methods; Theory Practice Relationship; Transfer of Training; Uncommonly Taught Languages
IDENTIFIERS- *Content Area Teaching; Croatian; Foreign Service Institute VA; Indonesia; Mexico; Serbian

A collection of essays contains articles on content-based foreign language courses at three levels (beginning, intermediate, advanced) and on foreign languages across the curriculum, including: "Content-Based Instruction: From Theory to Practice" (Stephen B. Stryker, Betty Lou Leaver); "Content-Based Instruction in a Basic Russian Program (Leaver); "Caterpillars frequency of relative pronoun use and the spontaneity of subjects' responses in completing a sentence combining task. It was found that: (1) more NNSs used relative pronouns than NSs, (2) more beginning-level NNSs used relative pronouns than advanced-level NNSs, and (3) more NSs were aware of the contextual variability of the structure of the complex sentence than NNSs. Findings suggest that frequency of relative pronoun use characterizes the current developmental stage of the learner's interlanguage system, and that the awareness of stylistic/contextual differences in sentence structures distinguishes NS competency from less advanced interlanguage competency. Contains 10 references. (Author/MSE)

ED 416 706 FL 025 204

Park, Gi-Pyo
The Compensation Model.
PUB DATE- 95
NOTE- 16p.; For related document, see FL 025 200.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Language; Cognitive Processes; Comparative Analysis; *Language Proficiency; Language Research; Learning Strategies; *Learning Theories; Linguistic Theory; *Native Speakers; Second Language Learning

A Compensation Model is proposed to help explain the difference between child and adult language acquisition in terms of different cognitive modules and theories. In this model, two assumptions are made: (1) existence of two different cognitive modules (language-specific and general-cognition) in the mind, and (2) the independent and interactive roles of these two modules, each responsible for each aspect of learning, with the higher level compensating for the lower. The model is descriptive in that it incorporates findings reported in current second-language research, and explanatory in that it explains the logical and developmental problems of child and adult language acquisition. In addition, it is predictive because it can predict why children are better language learners than adults in terms of ultimate attainment, why native language and language learning strategies play critical roles in adult rather than child language acquisition, and why there are variables degrees of attainment in adult language acquisition. Contains 69 references. (MSE)

ED 416 707 FL 025 205

Starz, Mary
Communicating through Poetry in an ESL Classroom.
PUB DATE- 95
NOTE- 14p.; For related document, see FL 025 200.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjectives; *Classroom Communication; Classroom Techniques; *English (Second Language); Instructional Materials; Intonation; *Language Patterns; Language Research; Language Usage; Media Selection; *Poetry; Pronunciation Instruction; Second Language Instruction; Student Developed Materials; Syntax; Teacher Developed Materials; Verbs

The use of poetry in the second language class is explored as a means of gentle, non-threatening communication. Techniques for

Employment Potential; *Enrollment Influences; Higher Education; Reputation; *Selective Colleges; Technology; *Urban Universities
IDENTIFIERS- University of South Florida

This study examined differences in ratings between students in a metropolitan university system and traditional university freshmen on a set of factors that influence college choice. Data in regard to factors influencing college choice was collected from a sample of 1,795 University of South Florida (USF) freshmen and 1,108 USF students at various levels, and compared to similar data from 210,739 freshmen entering 431 institutions in 1991-92 who responded to the annual survey of college freshmen conducted by the American Council of Education and the Higher Education Research Institute. It was found that while the same factors were important and had an influence on college choice among all three groups, academic reputation was ranked higher (first) by traditional university freshmen compared to USF freshmen (who ranked it fifth) and USF students overall (who ranked it sixth). It was also found that while traditional university freshmen rated "graduates get good jobs" highly (second), USF students overall rated it much lower (thirteenth). Among USF students, the academic reputation of an institution was perceived by the majority as being based on the use of cutting edge technology, using technology in the classrooms, and having a quality library on campus. (Contains 15 references.) (MDM)

ED 416 728 HE 030 774

Jonas, Peter M.; Weimer, Don
Do Part-Time Faculty Fully Understand the Values of an Institution? If Not, What Can Be Done about It?
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; College Instruction; *Educational Attitudes; Faculty College Relationship; Full Time Faculty; Higher Education; *Institutional Mission; National Norms; *Part Time Faculty; Private Colleges; Professional Development; *Values
IDENTIFIERS- Cardinal Stritch College WI

This study compared full-time (FT) and part-time (PT) faculty at Cardinal Stritch College (CSC) in Wisconsin with one other and against national norms in regard to goals and attitudes toward their institution. A total of 173 FT and PT faculty from CSC participated in a national survey of 33,986 FT and PT faculty conducted by the Higher Education Research Institute at the University of California Los Angeles. Similarities and differences with national norms in regard to professional, teaching, and personal goals are reported and discussed. The CSC survey found that a smaller percentage of PT faculty (86.6 Percent) were aware of the values of the institution according to the mission statement than were FT faculty (100 percent). A significantly higher number of FT faculty (80.8 percent) indicated that they incorporated these values in work outside of classroom to a larger extent than PT faculty (51 percent). CSC addressed the concerns raised by these figures by revising its faculty hiring and mentoring process and by updating its peer teaching consultant program and orientation for all adjunct faculty. (MDM) comments on developments since reunification. Chapter 2 discusses the various types of institutions, universities and technical universities, colleges for higher professional training, distance universities, and special institutions--and their mission and goals. It also includes a section on the role of research institutions and universities in conducting and supporting research since reunification. Chapter 3 examines issues related to the administration and finance of higher education in Germany. Chapter 4 focuses on student demographic characteristics, admission requirements, the two paths of study available in higher education, student financial aid, and employment prospects of graduates. Chapter 5 reviews teacher education programs in Germany, and chapter 6 examines unresolved issues and a variety of proposed reforms for German higher education. (Contains 21 references.) (WD)

ED 416 749 HE 030 942

Bowers, C. A.
The Culture of Denial. Why the Environmental Movement Needs a Strategy for Reforming Universities and Public Schools. SUNY Series in Environmental Public Policy.
PUB DATE- 97
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ecology; Educational Change; Educational Strategies; Elementary Secondary Education; Environment; *Environmental Education; Higher Education; *Modernization; Moral Values
IDENTIFIERS- Environmental Awareness; Environmental Ethic; *Environmental Movement; Environmental Trends

This book posits that public schools and universities currently reinforce a culture of denial regarding global environmental trends, and that education, from the primary grades to universities, must be totally revamped to support new, ecologically sustainable paths for society. In Chapter 1, it is argued that few public school teachers and university professors recognize how modern values and behavioral patterns are connected to the ecological crisis. Chapter 2 describes the culture of denial in universities, and suggests how science, globalization, anthropocentrism in the humanities and social sciences, and professional schools of business and education all contribute to a culture of modernity that is having a "devastating impact on the life-sustaining characteristics of ecosystems." Chapter 3 proposes a rethinking of the ideological foundations of current educational institutions toward an ecologically centered ideology. Chapter 4 examines how intelligence, creativity, moral education, and direct experience-based learning can be changed in ways that will enable educators to recognize the curricular implications of a bioconservative culture. Chapters 5 and 6 suggest how environmentalists can translate their concerns about the unsustainability of modern culture into educational strategies for effecting a basic shift in the conceptual and moral foundations of formal education. (Contains 106 references.) (WD)

ED 416 750 HE 030 943

Erickson, Joseph A.
Faculty Portfolios for Assessment and Evaluation: How Are They Alike and How Are They Different?

and (7) schools that used the Department's regional offices were satisfied with their services. Ongoing issues were identified in the areas of computer systems, loan processing, training, counseling, and customer service. (DB)

ED 416 767 HE 031 013

Direct Loan Evaluation. Survey of Institutions Participating in the Federal Direct Loan and Federal Family Education Loan Programs: Academic Year 1996-97. Volume One--Summary Report and Volume Two--Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 201p.; For related documents, see HE 031 010-015.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; Government School Relationship; Higher Education; National Surveys; *Participant Satisfaction; Program Administration; Program Evaluation; Student Financial Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This study examined satisfaction of approximately 2,200 institutions of higher education that participated in the Federal Direct Loan and Federal Family Education Loan (FFEL) programs during the 1996-97 academic year. Among major findings were: (1) both Direct Loan and FFEL institutions were satisfied with their loan programs, although FFEL institutions indicated a significantly higher level of overall satisfaction; (2) between 1996 and 1997 the proportion of satisfied Direct Loan schools declined by 19 percent; (3) satisfaction among Direct Loan schools fell from 89 percent in 1994-95 to 64 percent in 1996-97 and satisfaction among FFEL schools rose from 68 percent to 89 percent; (4) schools participating fully in Direct Loan programs were more satisfied than schools phasing in the program, and schools participating fully in the FFEL program were more satisfied than were schools that participated in both programs; (5) there were no differences between programs in ease of program administration for 1996-97; and (6) both Direct Loan and FFEL institutions reported less satisfaction than in the previous year with timeliness and usefulness of Department of Education information and support. Technical appendices include detailed tables, data on distribution of responses and response rates, item response frequencies, specifics of the survey methodology, and the two surveys. (DB)

ED 416 768 HE 031 014

Direct Loan Evaluation. Case Study Summary Report: Academic Year 1996-97. Volume One--Study Findings and Volume Two-- Case Study Reports.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 134p.; For related documents, see HE 031 010-015.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; Government School Relationship; Higher Education; National Surveys; *Participant Satisfaction; Program Administration; Program Evaluation; Student Financial

NOTE- 7p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996). For other papers from this conference, see CE 075 168, 171, 173, 180, 183, and CS 012 996, CS 013 000, 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Advisory Committees; *Bilingual Education; Competency Based Education; Computer Assisted Instruction; Educational Objectives; Entry Workers; Hispanic Americans; Individualized Instruction; *Limited English Speaking; Models; *Office Management; *Office Occupations Education; Postsecondary Education; *Program Development; *Spanish Speaking; Student Evaluation; Vocational English (Second Language)

A 16-week office specialist certificate program was developed for Spanish-speaking adults who have the ability and desire to obtain an entry-level office administration position but who have limited English proficiency and basic occupational skills. The program, which is based on the vocational bilingual training model, takes advantage of the native language skills students bring with them to the program and builds on those skills while developing their English language and vocational skills. The program model includes four basic courses: office administration, keyboarding, key calculator math, and bilingual business writing. Each course includes 80 hours of instruction to be delivered over 5 days per week. The course was developed based on input from an advisory board and the results of a needs assessment distributed to employment agencies, bilingual translation services, and corporate human services personnel. All courses use computer-aided instruction, incorporate Secretary's Commission on Achieving Necessary Skills skills and competencies, and are taught in a self-paced learning center through a combination of instructor-directed lessons and student-selected work. The program's effectiveness is currently being determined through a formative evaluation and will eventually be assessed through a summative evaluation. (Contains 14 references.) (MN)

ED 416 311 CE 075 446

Alexander, Edith E.; Jeffries, Dianne
Distance Learning in Joint Public Affairs and Visual Information Training.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Interservice/Industry Training, Simulation and Education Conference (19th, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Technology; *Military Training; Pilot Projects; Postsecondary Education; Program Design; Program Development; *Public Affairs Education; Public Opinion; Visual Aids

An initiative was undertaken to introduce technology-enabled and distance learning to the Defense Information School (DINFOS), Ft. Meade, Maryland. The effort to introduce instructional technology reflected the need to find a creative solution to Armed Forces requests for increased student quotas, reduced pool of military instructors, and an expanded career field

National Surveys; Pilot Projects; Predictive Measurement; *Predictive Validity; Predictor Variables; *Profiles; Program Design; Program Implementation; *Referral; Selection; State Programs; Statistical Analysis; *Welfare Recipients
IDENTIFIERS- Michigan; *Welfare to Work Programs

A pilot project was designed to test the efficacy of profiling welfare recipients and referring them to welfare-to-work services targeted toward their specific work histories and skills. The general framework of Michigan's Work First program was used to illustrate how profiling can be designed and administered. A profiling model was proposed that uses the personal and work history information provided by welfare recipients during their enrollment interviews to identify those who are most likely to find jobs with minimal (if any) intervention. Among the items included in the model were level of educational attainment, prior employment, and noncompliance with program regulations. The model's predictive validity was tested by using it to estimate the 90-day employment of 1,546 welfare-to-work clients who were divided into 50 groups of approximately 30 individuals each. Overall, the model classified 66.24% of cases correctly. The model's predictive power proved comparable to that of Michigan's Unemployment Insurance profiling model and consistent with previous studies on welfare recipients' propensity to leave welfare and maintain employment. (A total of 22 tables/figures are included. Appended are an example of a statistical profiling model using national survey data and 10 additional tables/figures.) (MN)

ED 416 331 CE 075 724

Kapes, Jerome T.; Martinez, Linda
Career Assessment: Interest and Values Measures for Tech Prep and School-to-Work Programs.
PUB DATE- 97
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Attitude Measures; Career Counseling; *Career Education; Education Work Relationship; Higher Education; Interest Inventories; Job Skills; Occupational Information; Secondary Education; *Student Attitudes; Student Evaluation; Tech Prep; Test Content; *Test Reviews; Values; *Vocational Interests
IDENTIFIERS- *Career Assessment

This paper describes and compares interests and values measures useful for career assessment and counseling in tech prep and school-to-work programs. The primary source of information for this information is the third edition of "A Counselor's Guide to Career Assessment Instruments" (Kapes, Mastie, and Whitfield 1994). Stated objectives are as follows: (1) provide an overview of contemporary career interests, (2) describe essential characteristics of each of the most prominent instruments, and (3) synthesize the essential characteristic information across instruments to provide a state-of-the-art analysis of career interest and values measures. The 27 instruments included are described and compared on the following set of 14 characteristics: name of instrument, publisher, date of recent edition, intended population, number of scales, homogeneous or empirical keying, normative or ipsative scoring, time to administer, machine or hand scoring availability, computer-based version availability, types of

IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses how and why parents should become involved in their children's learning. Topics covered include the following: involvement opportunities; identifying the hierarchy of school officials; preparing for parent and teacher conferences; listing activities for parents and children; writing a short story to read with a child; organizing ideas and communicating concerns; identifying resources; and participating in the community. Basic skills addressed include communication skills, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 13 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; readings; role-play materials; and pre- and postassessments. (KC)

ED 416 350 CE 075 770

Kissam, Ed; Dorsey, Holda
Issues in Accessing Services. Tierra de Oportunidad Module 13. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 35p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Community Services; Eligibility; English (Second Language); Family Needs; Family Problems; *Immigrants; Learning Modules; Lesson Plans; Literacy Education; *Social Agencies; *Social Services
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses how to access the formalized human service delivery systems in the United States, which often replace the networks of extended families and friends that immigrants relied on in their birth countries. Topics covered include the following: preparing a household budget; organizing records; listing local support service agencies; investigating the "rules of the game"; writing letters of commendation; acquiring and evaluating information; analyzing and solving problems; calculating income and expenses; and communicating in writing. Basic skills addressed include communication skills, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 21 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; readings; role-play materials; and pre- and postassessments. (KC)

ED 416 351 CE 075 771

of the work setting to help people better understand themselves. A conception of career development has emerged that emphasizes how individuals relate to work, other life roles, life settings, and life events. Implications of the broadened understanding of career for guidance include the following: emphasis on development and prediction; guidance as treatment and stimulus; concept of complementarity to supplement the concept of competitiveness; emphasis on competencies not deficits; expanded focus on individual needs; and competent achieving individuals as a primary goal. Once career development needs of youth have been identified, guidance programs to meet them must be developed and managed. The career development tasks and decisions faced by youth of different ages and levels of maturity require guidance programs that emphasize perceptual, conceptual, and generalization learning. Guidance programs need to emphasize perceptual learning activities during elementary school, conceptual learning activities during middle school and junior high, and generalization learning activities during high school. (YLB)

ED 416 370   CE 075 833

How School to Work Works for Business. A Report on Business Involvement in School to Work.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Apprenticeships; Articulation (Education); Demonstration Programs; *Education Work Relationship; *Educational Certificates; Employer Attitudes; Employment Potential; Integrated Curriculum; Job Skills; *On the Job Training; *Partnerships in Education; Postsecondary Education; *School Business Relationship; Secondary Education; Standards; Student Certification; Vocational Education

This publication introduces youth apprenticeship and reports on the experiences of businesses adopting this model. Part I presents the four fundamental components of the youth apprenticeship model--applied academics, on-the-job training, links with postsecondary learning opportunities, and standards and credentials--and posits its use as a promising training approach for dealing with the challenges of work force readiness. Part II reports on numbers and occupational areas involved in the youth apprenticeship movement. It lists reasons driving business involvement: the need to develop a high quality work force; opportunity to affect school reform; and coping with declining number of qualified younger workers. It looks at resources employers contributed--costs of initial start-up, personnel costs of student and mentor wages--and benefits they felt they received--increased technical and employability skills of students, improved performance levels of present employees, establishment of a highly qualified work force, enhancement of total quality management efforts. This advice from pioneering businesses is provided: balance planning with implementation, allow enough time to introduce youth apprenticeship, use an intermediary in getting programs started, and establish standards. Part III describes business-led youth apprenticeship programs and initiatives at the local, state, and federal levels. Part IV reflects on the future of business participation in youth apprenticeship. (YLB)

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developed Nations; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; Teacher Associations; *Teacher Education; *Teacher Responsibility; *Teacher Rights; Trainers; Unions; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Denmark; Finland; Iceland; Norway; Sweden

This fourth volume in the series provides a systematic description of the situation of teachers and trainers in vocational education and training (VET) in five European countries: Denmark, Finland, Iceland, Norway, and Sweden. Each country report begins with an outline of the national context--the country's geographical features and the ethnological composition of its population; cultural history and religious considerations are included where they are relevant to VET. A brief description follows of the overall education system of which VET is a part. The next section of each report examines the VET system within which the teachers and trainers who are the subject of this publication serve. The following section describes the teaching and training faculty--in quantitative and qualitative terms to the extent that the relevant information is available--and an account of teachers' and trainers' legal standing, rights, and duties and also those of the teacher unions and other professional organizations that work on their behalf. The final substantive sections explore the inservice and continuing training opportunities open to teachers and trainers in VET and possibilities for career advancement. A separate section lists the addresses of institutes associated in some way with the initial or continuing training of teachers or trainers in VET. Finally, each country report presents a list of acronyms and abbreviations used in the text. (YLB)

ED 416 390 CE 075 865

Hanson, Karen L.
Human Systems Engineering: A Learning Model Designed To Converge Education, Business, and Industry.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Cooperative Programs; Coordination; *Goal Orientation; *Institutional Cooperation; Leaders; Leadership Qualities; Models; *School Business Relationship; *Shared Resources and Services; Vocational Education
IDENTIFIERS- *Human Systems Approach

The Human Systems Engineering (HSE) Model was created to facilitate collaboration among education, business, and industry. It emphasized the role of leaders who converge with others to accomplish their goals while paying attention to the key elements that create successful partnerships. The partnership of XXsys Technologies, Inc., University of California San Diego (UCSD), California Department of Transportation (CALTRANS), and National Institute for Standards and Technology (NIST) began as a collaboration aimed at applying advanced composites for the seismic retrofitting of bridge columns. The chairman of XXsys realized the need to collaborate with leaders from various agencies to validate and commercialize XXsys's carbon jacketing technology. Along with this multidimensional collaboration came individual goals for

the Breithaupt Career and Technical Center (Detroit, Michigan), which collaborated with the Detroit Public Schools system and local industries to combine academics and career education for students from 10 public schools in the Detroit area and served as a liaison between high schools and postsecondary institutions. The second section describes the Seminole Consortium in Florida, in which Siemens Stromberg-Carlson partnered with Seminole County Public Schools and Seminole Community College to prepare students for a future in the telecommunication industry. The third section discusses the Western Wisconsin School-to-Work Consortium that was implemented to prepare qualified, well-trained employees in the printing industry. Descriptions contain the following: first step; start-up committee; funding; advisory groups; teachers and instructors; program structure; student qualifications; curriculum writing; assessment; understanding laws and liabilities; marketing; and job shadowing, cooperative education, and mentoring experiences. A final section presents concepts important to beginning a new program. Appendixes include a glossary and list of 20 websites. (YLB)

ED 416 409 CE 075 939

Gupton, Nancy; Edling, Walter H.
A Model for Preparing Automotive Technicians: Training for a Qualified Workforce.
PUB DATE- 97
NOTE- 47p.; Product of the National Tech Prep Network.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); *Auto Mechanics; Career Education; Counseling; Educational Planning; High Schools; Marketing; *Partnerships in Education; Personnel Selection; Postsecondary Education; Program Development; Program Implementation; *School Business Relationship; Student Recruitment; *Tech Prep

This handbook provides a framework that can be applied by other sites that are interested in starting projects similar to the Automotive Technology Education Careers (ATEC) project in which business and education work together as partners. It is designed to guide the reader in planning an automotive technician program, but the steps it outlines can be applied to the implementation of any program. Following an overview of ATEC, each step is described in a separate section that concludes with a "Think About" section with questions and statements to trigger useful ideas for starting the program. These steps are addressed: defining the problem; establishing a time line, priorities, and goals; defining tech prep, applied academics, and articulation agreements; funding a program; selecting appropriate teachers and subject areas; organizing a business advisory committee; developing student qualifications and recruiting procedures; counseling; writing the curriculum; mentoring and job shadowing: establishing business partnerships; understanding laws and liabilities; marketing; and preparation of facilities. (YLB)

ED 416 410 CE 075 940

Turning Students into Employees: The School-to-Work Payoff.
PUB DATE- 96

*Counselor Role; *Life Satisfaction; *Personal Narratives; Values; Well Being

Counselor education had its professional debut in the 20th century. This book is a personal collection of memories, advice, and perceptions of C. Gilbert Wrenn, a pioneer in counselor training. Although the volume is intended for everyone, it is especially aimed at the scores of former Ph.D. students, colleagues, and friends accumulated over the author's 93 years. As stated in the first section, the author wanted to remind these associates of some of the ideas he's written about in the past and offer some reflections on the joy of giving and caring about life's values and relationships. These bits of writing are not about procedures of counseling, organization, or administration; instead, they try to touch on the unifying principles of life. The personal recollections are interspersed with poetry and there is always an emphasis on lessons learned from the past. Some of the chapters include: "The Culturally Encapsulated Counselor," "Growing into the Future," "Universe--Creator and Father--God," "Caring Within the Four Walls of a Room," "Our Universe," "Reflection on Personal Growth," and "Good-bye, Last Word." Appendices list the author's former doctoral students, his publications, and letters of appreciation to the author. (RJM)

ED 416 427 CG 028 311

Bakari, Ronald Sentwali; Bennett-Woods, Deb; Stock, Rick
Identifying Shared Values in an Educational Setting.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Environment; *College Faculty; *Educational Environment; Faculty College Relationship; Higher Education; *Organizational Climate; *Values
IDENTIFIERS- Faculty Attitudes

Values are assumed to be critical factors in the operations and outcomes of organizations. To better understand how values operate in an educational setting, the Bennett-Woods' three-factor model was used to identify the presence and relative strength of shared values in a university within a targeted sample of faculty, administrators, and other staff. A survey instrument was designed for the field test of hypotheses derived from the model and three separate exploratory factor analyses were conducted. The first analysis examined all variables, the second explored questions related to personal values, and the third looked at organizational values. Cross tabulations explicated relationships among variables descriptive of subjects and the three types of values. The results suggest that there is a general consistency between the relative importance of espoused organizational values and the personal values of the employees. However, those values are not clearly and consistently expressed in the daily structures, interactions, and processes of the organization. Despite limitations on interpretation due to the size of the study, findings encourage further research. (EMK)

ED 416 428 CG 028 313

Hecht, Deborah; Schine, Joan; Halsted, Alice; Berkson, Nancy

Layman, Traci Arbogast; O'Neal, Thelma Lucille
An Evaluation of the Effectiveness of the Super Sounds Program.
PUB DATE- 96
NOTE- 59p.; M.A. Thesis, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Emergent Literacy; *Kindergarten; Learning Strategies; Letters (Alphabet); *Phonics; Primary Education; *Reading Instruction; Reading Research; *Whole Language Approach
IDENTIFIERS- Phonemic Awareness

Early childhood educators are concerned with the most effective method of integrating whole language and phonics to maximize emergent literacy skills. In kindergarten, it is especially important to provide the students with a variety of institutional approaches to accommodate different learning styles. A study examined the effectiveness of Super Sounds, a phonics program that is incorporated into a whole language curriculum. Subjects were 41 students from two kindergarten classes in an elementary school who were tested individually; the testing period was 2 weeks. The first assessment involved the students' ability to identify the letters of the alphabet and the sounds they produce. The second assessment targeted initial letter recognition, using a list of words featuring letters and sounds of the alphabet. The assessment also used three digraphs that are studied in the Super Sounds program. Results indicated that Super Sounds is a successful tool in developing students' phonemic awareness when used in conjunction with a whole language curriculum. (Contains 16 references; four graphs of study results and seven teacher interview transcripts are appended.) (Author/CR)

ED 416 446 CS 013 043

Suling, Molly; Horton, Jennifer
Comparison of Time on Print between Instructional Level and Remedial Readers in Second Grade.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 2; Primary Education; Reading Materials; Reading Rate; Reading Research; *Remedial Reading; *Time Factors (Learning)
IDENTIFIERS- *Reading Behavior

A study examined the amount of time instructional level and remedial readers in second grade were engaged in reading connected text during an entire school day. Subjects were six instructional and six remedial readers who were observed in six different schools. Time engaged in reading connected text was defined as students' eyes following several sentences of connected text reading orally or silently. The median number of minutes engaged in reading connected text was between 32 and 33 minutes. Differences in the amount of time observed between the two groups of readers did not fall into a consistent pattern. In three schools instructional readers read more and in three schools remedial readers read more. (Contains 14 references; classroom observation notes and a range of reading times, with two figures, are appended.) (Author/CR)

ED 416 447 CS 013 045

biographical sketches of the committee members and an index. Contains approximately 800 references. (RS)

ED 416 466 CS 013 085

Fry, Edward
The Legal Aspects of Readability.
PUB DATE- 98
NOTE- 9p.; Revised version of a talk originally presented at the International Reading Association Meeting (New Orleans, LA, May 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Elementary Education; Federal Courts; Measurement Techniques; *Readability; *Readability Formulas; Reading Material Selection; State Courts; State Legislation
IDENTIFIERS- Legal Precedents

A number of reading specialists are finding themselves testifying in court or writing expert opinions for court cases in such diverse areas as civil rights, criminal law, contracts, warranties, and due process. The validity of readability formulas was tested in the case of David v. Heckler. Another case involved a group of Florida prisoners who claimed they did not have their constitutional right of access to the courts. The state provides a law library, but the reading materials were written at college or graduate levels. California and Oregon adopted laws (upheld after legal challenges) specifying the readability of ballot measures. A number of states have passed plain language laws covering such documents as bank loans, rental agreements, and property purchase contracts. Readability formulas have their limitations--standardization is more powerful than readability, and readability formulas are not measures of writing maturity. Developed to aid reading teachers in selecting the proper reading materials for students, readability formulas are spreading into the courts and legislatures as one objective measure to protect basic rights for all. (Contains 16 references.) (RS)

ED 416 467 CS 013 086

Din, Feng S.
Use Direct Instruction To Quickly Improve Reading Skills.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual National Conference on Creating the Quality School (7th, Arlington, VA, March 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; Integrated Curriculum; *Reading Difficulties; *Reading Improvement; Reading Research; *Reading Skills; *Remedial Reading
IDENTIFIERS- *Direct Instruction

A study investigated whether direct instruction, used as a main instruction strategy, with a concentrated curriculum, can help students quickly improve their basic reading skills. Subjects, 18 students (age 7 to 15 years) with reading problems, received individualized treatments for 3 weeks (or 12 hours). Pre-test, "Chaucer's Use of a Game as the Inner Framework for the Tales" (Glendig Olson); "The Use of the Narrator in 'The Canterbury Tales'" (Dieter Mehl); "The Symbolic Time Frame of the Canterbury Journey (Sigmund Eisner); "Chaucer's Language and Verse" (M.W. Grose); "The Theme of Religious Pilgrimage in 'The Canterbury Tales'" (Esther C. Quinn); "Social Rank in 'The Canterbury Tales'"(Donald R. Howard) "The Theme of Marriage in 'The Canterbury Tales'" (G.L. Kittredge); "Technology and Deception in 'The Canterbury Tales'" (Joyce T. Lionarons); "Romance in 'The Canterbury Tales'" (J.A. Burrow); "Sketches of the Characters in 'The Canterbury Tales'" (Marchette Chute); "The Knight's Tale: A Stately Story of Uneven Justice" (Michale Stevens); "Chaucer's Prioress in Real Life" (Eileen Power); "The Churlish Miller's Vulgar Tale" (Margaret Hallissy); "The Moral of the Nun's Priest's Tale" (Saul N. Brody); "The 'Blockhead' Pilgrim Chaucer and His Two Tales" (Trevor Whittock); and "The 'Pardoner's Tale': A Quest for Death" (Michael Hoy). (NKA)

ED 416 486 CS 216 191

Swisher, Clarice, Ed.
Readings on the Comedies (William Shakespeare). The Greenhaven Press Literary Companion to British Literature.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classics (Literature); *Comedy; *English Literature; Higher Education; *Literary Criticism; *Literary Devices; Renaissance Literature; Research Tools; Secondary Education; Theater Arts
IDENTIFIERS- *Shakespeare (William)

Intended as an accessible resource for students researching William Shakespeare's (1564-1616) "Comedies," this collection of essays about the great playwright contains an in-depth biography and writings taken from a wide variety of sources. The essays are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of the author's life and career as well as of concurrent historical events, a glossary of literary terms, and primary and secondary bibliographies to facilitate research. The 20 essays and their authors include: "Shakespeare's Comedies Are Playful" (John Jay Chapman); "Shakespeare's Comedies Are Progressively More Masterful" (G.B. Harrison); "Shakespeare's Comedies Show Women as Equal Partners with Men" (Germaine Greer); "Strong Women Prevail in Shakespeare's Comedies" (Angela Pitt); "Shakespeare's Comedies Combine Convention and Personal Style" (George Gordon); "Imagery Establishes Atmosphere and Background in the Comedies" (Caroline F.E. Spurgeon); "The 'Comedy of Errors' Is a Farce" (Francis Fergusson); "Serious Themes in 'The Comedy of Errors'" (R.A. Foakes); "The 'Taming of the Shrew' Is a Farce" (Mark Van Doren); "An Understanding of Elizabethan Medicine Enlightens 'The Taming of the Shrew'" (John W. Draper); "Shakespeare Constructs Two Interacting Worlds in 'A Midsummer Night's Dream'" (David Young); "Four Worlds Merge in 'A Midsummer Night's Dream'" (Madeleine Doran); "A Midsummer Night's Dream films featuring substantial participation by Blacks as writers, actors, producers, directors, musicians, and consultants; and films in which Blacks play incidental roles. Productions by both United States and foreign companies made between 1900 and 1977 are included. Entries are categorized by type and fully annotated, including cast lists. The focus is the presence and participation of Blacks--an emphasis that illuminates their important contributions to the art of filmmaking. A section on "How-To-Use-This-Volume" provides extensive information on search categories. (NKA)

ED 416 507 CS 509 648

Klotman, Phyllis R.; Gibson, Gloria J.
Frame by Frame II: A Filmography of the African American Image, 1978-1994.
PUB DATE- 97
NOTE- 786p.; For "Frame by Frame I," see CS 509 647.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Black Culture; *Black Studies; *Blacks; *Film Industry; Film Production; *Film Study; *Filmographies; Popular Culture; Racial Attitudes
IDENTIFIERS- *African Americans; Black Artists; *Black Films; Film Stars

A reference guide on African American film professionals, this book is a companion volume to the earlier "Frame by Frame I." It focuses on giving credit to African Americans who have contributed their talents to a film industry that has scarcely recognized their contributions, building on the aforementioned "Frame by Frame I," which included productions through 1979. A compilation of information on more than 3,000 films, this second volume includes listings of films and of Black casts, directors, executive producers, film composers, performers, producers, screenwriters, and Oscar-award winners and nominees. To identify this reference volume as a filmography of the Black image reflects an inclusive perspective. The participation of Blacks in film during the past two decades has increased greatly, for example, the number of productions by independents has increased dramatically, especially productions by Black women independents, and the documentary has presented African Americans with an "entre" into the business and art of the image. Computer technology has also allowed a more complete compilation of information--detailed categories allow scholars, teachers, and programmers to locate examples needed for research, teaching, and community programming. A "How-To-Use-This-Volume" section is also included in this guide. (NKA)

ED 416 508 CS 509 696

Smith, Ronda L.
The Stages of Change Model: An Effective Audience Analysis Tool Used To Design and Implement Health Promoting Messages.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Behavior Change; Behavior Modification; College Students; Communication Research;

PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Course Descriptions; *Cultural Awareness; *English (Second Language); Higher Education; *Intercultural Communication; *Introductory Courses; *Speech Communication; Student Reaction
IDENTIFIERS- Communication Competencies; Conversation Exercises; *Linked Courses; Student Pairing

Taking advantage of the opportunity to heighten cultural awareness and create an intercultural exchange, this paper presents two articles that provide a summary of the rationale, methodology, and assignments used to teach the linked courses of an introductory speech communication course and an English-as-a-Second-Language Oral Skills course. The first paper discusses the rationale for the introductory speech communication course, course linkage rationale, procedures for pairing students in the courses, a group project, audience analysis and adaptation, and reactions of the students. The first paper concludes that the exposure afforded by the linkage allows students to discover and begin to understand not only cultural differences, but also cultural similarities. The second paper discusses procedures for pairing students, a reception for students, interviews, audience concept, and student reactions. The second paper concludes that the linkage with native speakers of English promotes communicative competence through meaningful discourse. (Contains 13 references.) (RS)

ED 416 529 CS 509 725

Sauls, Samuel J.
The Role of Alternative Programming in College Radio.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest/Texas Popular Culture Association/American Culture Association (January 30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Audience Response; Broadcast Industry; Censorship; *College Students; Higher Education; Mass Media Role; Media Research; Popular Music; *Programming (Broadcast); *Radio; *Rock Music
IDENTIFIERS- Alternative Music; *Alternative Programming (Broadcast); Music Industry

College radio is quite often viewed as the true alternative to commercial radio. However, what is alternative radio and how does college radio factor into the ideal? To further understand this concept, this paper focuses on the role of alternative programming in college radio. Areas discussed include alternative radio as a non-mainstream form of expression; alternative music and freedom of expression; programming, censorship, and alternative radio; the relationship between the music industry and college radio; and the future of alternative radio. (Contains 32 references.) (Author/CR)

ED 416 530 CS 509 726

fatalism. The high incidence of HIV infection among Hispanics suggests that serious steps must be taken in the construction of future HIV prevention messages. (Contains 12 references.) (Author/NKA)

ED 416 549 CS 509 748

Ellis, Carolyn
What Counts as Scholarship in Communication? An Autoethnographic Response.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Communication (Thought Transfer); Ethnography; Higher Education; *Personal Narratives; *Scholarship
IDENTIFIERS- *Autoethnography; Narrative Text; Oral Presentations; Research Styles; *Stigma

An educator, an "old timer" in sociology but new in the field of communication, sees her work as a "calling," a "mission." She wants the audience to feel the emotion of autoethnography. To bring research to life, she chooses three autoethnographic vignettes to show scenes in which a different kind of stigma is felt: the first illustrates racial stigma, the second depicts minor bodily stigma, and the third displays stigma of disability and embarrassment through association. She hopes these vignettes move listeners to feel stigma and to sense some of the evocative power that comes through the concrete details of autoethnographic narrative. The question: "What counts as scholarship in communication?" can be reworded to become What does scholarship do? or What meaning does it give to people's lives as academics? It is easy for presentations to take on characteristics of a shootout at the OK Corral, and there must be a better way to communicate. (NKA)

ED 416 550 CS 509 749

Ayres, Joe; Sonandre, Debbie Ayres
Speech Criticism, Group Presentations, and Centrality: A Marriage Made in Heaven for the Basic Public Speaking Course.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communication Skills; *Critical Thinking; Group Dynamics; Higher Education; Instructional Effectiveness; Learning Strategies; *Public Speaking; *Student Development; Student Motivation
IDENTIFIERS- Oral Presentations

This paper presents an exercise which serves as an addition to public speaking courses. Showing students how to uncover the speech patterns that shape their lives allows them to for selecting administrative and support personnel, tips for motivating personnel, how to handle the induction of workers new to the field of education, insights on staff development, criteria for evaluating employee performance, compensation and reward plans, how to create productive work environments, some of the legal issues in personnel management, the role of collective bargaining in schools, how to manage conflict in schools, suggestions for terminating and reducing the work force, and the increasing presence of technology in personnel management. (Includes three case studies and an index.) (RJM)

ED 416 569 EA 028 881

Norton, M. Scott; Webb, L. Dean; Dlugosh, Larry L.; Sybouts, Ward
The School Superintendency: New Responsibilities, New Leadership.
PUB DATE- 96
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; Budgeting; *Educational Administration; Educational Finance; *Educational Planning; Elementary Secondary Education; Instructional Leadership; *Leadership; *Occupational Information; *Superintendents

School superintendents hold some of the most challenging, yet satisfying, positions in American society. Many times, the human element largely determines the effectiveness and success of a school system, and that element is the subject of this text. The volume claims that the extent to which all school personnel perform competently is influenced by the superintendent's leadership. The text focuses on the school superintendent as an individual and as an educational leader. The book is organized into three parts. Part 1 centers on the challenges facing the school superintendency today and in the future. It discusses the evolution of the position and the many challenges that grew with the job. Some of the forces that weigh on the school superintendency, the increasing need for futuristic planning strategies, governance policy, and legal considerations are covered in part 2. The last section focuses on the specific responsibilities of the school superintendent, with an analysis of the complexity and comprehensiveness of the superintendent's role. Emphasis is placed on fiscal management, the planning of educational facilities, curriculum and instruction, work with employee groups, human resources administration, the student personnel program, and relationships with the school district. (Includes an index.) (RJM)

ED 416 570 EA 028 885

Lister, Robert J.
Block Scheduling at Portsmouth High School: A Status Report.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Block Scheduling; *Case Studies; Children; Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Flexible Scheduling; *Program Descriptions; Program Evaluation; School Schedules

topic areas, school districts are compared across three demographic and two geographic characteristics in the hope that local educators and policymakers can use the information to compare the situation in their school districts with similar types of districts nationally. The report does not assume any statistical expertise on the part of its readers and graphs are used extensively in each chapter to explicate the findings. A highlight of the survey's findings are presented at the front of the report. (RJM)

ED 416 589 EA 028 920

Riley, Richard W.
Education First: Building America's Future. The Fifth Annual State of American Education Speech, Seattle, Washington.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Educational Assessment; Educational Environment; Educational Strategies; Elementary Secondary Education; Literacy; Middle Schools; Preschool Education; Public Education; Public Schools; *School Community Relationship

Public education in the United States faces many challenges. Ways in which districts are meeting these challenges are discussed in this State of American Education speech given by U.S. Secretary of Education Richard W. Riley. After providing an overview of American education, with mention of reading scores, drug use, the Hispanic dropout rate, evaluating student achievement, interest in the arts, higher academic standards, gender equality, and the opportunities awaiting in public education, highlights of various issues in education are offered. These topics include the importance of early childhood development, efforts at improving national literacy, reducing class sizes in elementary schools, modernizing schools with an ambitious school construction initiative, public support for voluntary national tests, how vouchers divide and undermine public education, the fallacy of "either/or" thinking and how improved mathematics instruction can promote logical thinking, middle school as a turning point in students' lives, and the need to create new partnerships for public schools and higher education. A renewed focus on collaboration among all levels of education is urged, and examples of programs that foster interchange and equity are presented. (RJM)

ED 416 590 EA 028 960

Biennial Evaluation Report: Fiscal Years 1995-1996.
PUB DATE- 98
NOTE- 730p.; For the "Biennial Evaluation Report" covering Fiscal Years 1993-1994, see ED 386 495.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adult Education; Adult Vocational Education; Bilingual Education; Children; Early Childhood Education; Educational Administration; *Educational Assessment; *Elementary Secondary Education; *Federal Programs; Higher Education; *Postsecondary Education; *Special Education
IDENTIFIERS- Department of Education

teachers, and family members reported increases in the number of social contacts and overall time spent with nondisabled peers and the average number of reported friends. Individual sections of the report describe the project's context, goals and objectives, conceptual framework, research participants, intervention strategies, logistical problems and modifications, findings, and impact. Extensive appendices include four articles and book chapters resulting from the project, the manual for a video program, and sample newsletter articles. (DB)

ED 416 608 EC 306 156

Goldstein, Arnold P.; McGinnis, Ellen
Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills. Revised Edition and Skillstreaming the Adolescent: Student Manual and Program Forms and Skill Cards.
PUB DATE- 97
NOTE- 337p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; Basic Skills; Behavior Change; *Behavior Disorders; Curriculum; Generalization; Group Instruction; Instructional Materials; *Interpersonal Competence; *Peer Relationship; Program Development; Program Implementation; *Prosocial Behavior; School Safety; Secondary Education; Student Behavior; Student Motivation; Teaching Methods

This set of materials on the Skillstreaming methodology for training adolescents in social skills, especially students who are chronically aggressive, includes a book which explains the entire program, a student manual, a collection of program forms, and a box of skill cards for use with students. Chapter 1 of the book examines the nature and impact of aggressive students and explains the goal of Skillstreaming as the explicit teaching of alternative prosocial behaviors. Chapter 2 reviews the program's history and development. Chapter 3 focuses on program implementation factors and chapter 4 details procedures for conducting a Skillstreaming group. A transcript of a group session illustrating these procedures constitutes chapter 5. Chapter 6 presents 50 skills with their component behavioral steps. Chapter 7 addresses skill sequences and consequences. Chapter 8 considers issues of trainee motivation and resistance, while chapter 9 discusses ways to enhance generalization of skill performance. Chapter 10 looks at safety in the school setting. The final chapter considers future directions and opportunities. Appendices include a bibliography, checklists, grouping guides, and materials for other instructional levels. The student manual, collection of forms, and 400 skill cards (eight cards for each skill to use with eight students) are designed to facilitate implementation of the Skillstreaming methodology. (Contains approximately 130 references.) (DB)

ED 416 609 EC 306 157

McGinnis, Ellen; Goldstein, Arnold P.
Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills. Revised Edition and Skillstreaming the Elementary School Child: Student Manual and Program Forms and Skill Cards.

*Testing Programs
IDENTIFIERS- Improving Americas Schools Act 1994; Individuals with Disabilities Education Act; *Testing Accommodations (Disabilities)

This report addresses issues concerned with reporting educational results for students with disabilities, identifies principles to guide reporting practices, and offers recommendations. The report notes that there are many purposes for reporting and that reporting information on students with disabilities is important because it ensures that they are included in the accountability system. The issue also presents data on the status of individual states in reporting assessment results for students with disabilities and in complying with reporting requirements of the Improving America's Schools Act and the reauthorized Individuals with Disabilities Education Act. The following assessment principles, derived from an analysis of current state practices, are proposed: (1) include data from all test takers in performance reports; (2) include rates of exclusion specific to students with disabilities and the reasons for the exclusion; (3) use consistent guidelines to calculate participation or exclusion rates; (4) maintain records which allow data for students with disabilities to be reported separately, overall, or by other breakdowns; (5) keep records on the types of testing accommodations provided; and (6) inform parents about reporting policies. States are also urged to report the academic performance of students with disabilities with the same regularity as students without disabilities. (DB)

ED 416 627 EC 306 178

Thurlow, Martha; Ysseldyke, Jim; Erickson, Ron; Elliott, Judy
Increasing the Participation of Students with Disabilities in State and District Assessments.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Accountability; Data Collection; Decision Making; *Disabilities; *Educational Assessment; Educational Principles; Elementary Secondary Education; Graduation Requirements; Inclusive Schools; State School District Relationship; State Standards; Student Evaluation; *Student Participation; *Testing Programs
IDENTIFIERS- *Alternative Assessment; *Testing Accommodations (Disabilities)

This report examines issues concerning the participation of students with disabilities in state and district assessments and offers principles and recommendations for increasing their participation. This report suggests that 85 percent of students with disabilities could participate either in the regular assessments or by using accommodations and that only 15 percent might need an alternate assessment. An analysis of state-written guidelines has identified principles such as beginning with the premise that all students will participate in the accountability system and basing participation decisions on the student's instructional goals. The issue of participation in graduation exams is also addressed, with the suggestion that the same principles used in decisions about state assessment and accountability systems be implemented. The report to learn, but often cannot fit into the standardized roles in which teachers and administrators wish they would fit. In the second through the sixth chapters, students from a middle-class suburban high school outside of Chicago explain in their own written words the issues that concern them the most. Students chose their own topics, which address academics, learning disabilities, attention deficit disorders, the effects of long-term injury, sports, stalking, extracurricular activities, working, family, divorce, popularity, alcoholism, sexuality, AIDS, racial discrimination, religion, and other societal issues. (Contains 12 references.) (CR)

ED 416 646   EC 306 205

Meisels, Samuel J.; Marsden, Dorothea B.; Wiske, Martha Stone; Henderson, Laura W.
ESI-R: Early Screening Inventory-Revised. Examiner's Manual.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; *Disabilities; *Disability Identification; Early Childhood Education; Guidelines; Individual Testing; Kindergarten; *Learning Problems; Parent Participation; Psychometrics; Questionnaires; *Screening Tests; Special Needs Students; Standardized Tests; *Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- *Early Screening Inventory (Revised)

This document includes the Early Screening Inventory: Revised (ESI-R), a developmental screening instrument for 3- to 6-year-olds, and an examiner's manual. The inventory comprises two sample scoring sheets, one for preschool (ages 3-4) and one for kindergarten (ages 4-6), and a parent questionnaire. The inventory is intended to be individually administered for the purpose of identifying children who may need special educational services. Key features of the ESI-R are: ease of learning and administration, time requirement of 15-20 minutes per child, and ease with which administrators can interpret and parents understand results. The measure covers the developmental areas of visual motor/adaptive, language and cognition, and gross motor skills. The inventory has been standardized and validated with 6,000 children, many of whom were enrolled in Head Start programs. It was found to be highly reliable and highly valid. The examiner's manual includes chapters on general screening guidelines; directions for administering and scoring the ESI-P (Preschool); directions for administering and scoring the ESI-K (Kindergarten); differences in administering and scoring the ESI-P and the ESI-K; interpretation of ESI-R results; and standardization, reliability, and validity data for the ESI-R. Additional training materials (not part of this package) include a trainer's manual and two videotapes. (Contains 14 references.) (DB)

ED 416 647   EC 306 206

Palmer, Susan
Early Intervention Services for Children Birth through Age 2 Enacted by P.L. 105-17 (IDEA 97). The Arc Q & A.
PUB DATE- 97

facilities, site size, building maintenance, and numerous other factors. All of the studies demonstrated a relationship between student performance--both achievement and behavior--and the condition of the built environment. The relationship varied from very weak in some early studies to a considerable degree of relationship in recent studies. Some of the more important factors that were found to influence learning are those relating to control of the thermal environment, proper illumination, adequate space, and availability of equipment and furnishings, particularly in science education. Some areas of needed research are discussed. (Contains nine references.) (RJM)

ED 416 667 EF 005 046

Hauser, Judy
HELP! for Library Media Center Design, Construction and Renovation: A Guide for Consulting.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Centers; *Educational Facilities Design; Elementary Secondary Education; Information Centers; *Library Development; *Library Facilities; *Library Planning; School Construction
IDENTIFIERS- Floor Plans

Schools that are planning to renovate, redesign, or construct a media center face many challenges. To help in these efforts, this booklet offers suggestions for planning and executing a media center project. It includes tools and resources that school personnel will need before mounting such a major project. Guidelines provided by the Library Media Program Advisory Committee are provided, featuring suggestions for basic tenets of design, location, functional considerations, library media center spaces, design considerations, communication systems, distance learning classrooms, and computer laboratories. Because technology now comprises a large part of school media resources, ideas on how to approach this concern are also presented, including numerous tips on automating a library system. Further information on various aspects of design can be obtained from a listing of web sites, Internet discussion groups, reading materials, and visitation sites, several of which are listed here. Staff support is critical in this kind of project, therefore tips on marketing the media center are given. Diagrams of 25 media center floor plans are offered and indexed according to various features, such as their audio-visual storage, classroom space, computer workstations, offices, and other designated areas. (RJM)

ED 416 668 FL 021 801

Pluridicta, Numbers 1-27.
PUB DATE- 93
NOTE- 914p.
LANGUAGE- Danish
EDRS Price- MF06/PC37 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Business Communication; Cultural Differences; Danish; *Discourse Analysis; Dutch; English for Special Purposes; Foreign Countries; German; Immigrants;

into Butterflies: Content-Based Instruction in a First-Year Italian Course" (Steven R. Sternfeld); "A Course To Convert Czech Proficiency into Proficiency in Croatian and Serbian" (Andrew Corin); "Text Development for Content-Based Instruction in Arabic" (Karin Ryding, Barbara Stowasser); "Content-Based Instruction in French for Journalism Students at Ohio University" (Lois Vines); "The Undergraduate Foreign Language Immersion Program in Spanish at the University of Minnesota" (Carol A. Klee, Diane J. Tedick); "The Mexico Experiment at the Foreign Service Institute" (Stryker); "Teaching for Communicative and Cultural Competence: Spanish Through Contemporary Mexican Topics" (Norma Klahn); "Content-Based Instruction: An Indonesian Example" (Jijis Chadran, Gary Esarey); "Language-Based Content Instruction" (H. Stephen Straight); "With One Stone: Models of Instruction and Their Curricular Implications in an Advanced Content-Based Foreign Language Program" (Peter A. Shaw); and "Content-Based Instruction: Some Lessons and Implications" (Stryker and Leaver). (Contains 232 references.) (MSE)

ED 416 688 FL 025 084

Maxwell, Christina
Role Play and Foreign Language Learning.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (23rd, Hamamatsu Japan, October 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); Dialogs (Language); *English (Second Language); Foreign Countries; *Listening Comprehension; *Nonverbal Communication; *Reading Comprehension; *Role Playing; Second Language Instruction; *Second Language Learning; Teaching Methods; Videotape Recordings
IDENTIFIERS- Japan

Classroom use of role-playing in English-as-a-Second-Language (ESL) instruction in Japan is described. The purpose is to improve students' verbal and nonverbal communication skills and to link and use previously built schema, in both structured and improvised situations. Units designed around a short listening passage, a short reading passage, and viewing of an authentic videotaped segment are explained. For the listening passage, students hear a 45-second dialogue between three people, which includes introducing an individual and some small talk. After listening, the class discusses the interaction, students practice the dialogue and nonverbal behavior in small groups, then personalize it or improvise a similar situation. The reading role play begins with assignment of a 10-12 page section of a novel, then proceeds to discussion, re-creation of scenes, vocabulary practice, role plays, and finally, a question-and-answer session with observers. Brief videotape recordings of real situations, such as a job interview, are used in a similar way as the basis for structured class and small-group activities. For most students, moving from less to more structured role-playing allows students to proceed at their own pace while building confidence. (MSE)

ED 416 689 FL 025 094

using poetry to teach intonation, using adjectives, verbs, pronunciation, and syntax, as well as for offering the student another means of expressing feelings, are explored. Sample poems and lessons are discussed, and several additional exercises are appended. Most of the poetry used was written by the teacher and students. Contains eight references. (Author/MSE)

ED 416 708 FL 025 206

Moore, Zena T.; Ramsay, Angela
The Status of Foreign Languages in the Elementary School in Austin: Is the Spirit Still Willing and the FLES Still Weak?
PUB DATE- 95
NOTE- 15p.; For related document, see FL 025 200.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; Articulation (Education); Course Content; Elementary Education; Enrollment Rate; Financial Support; *FLES; *Language Enrollment; Language Research; Language Teachers; Program Design; Program Evaluation; Public Policy; Second Language Instruction; Second Language Learning; *Second Language Programs; Surveys; Teacher Qualifications
IDENTIFIERS- *Texas (Austin)

A 1994 study investigated foreign language instruction in the elementary schools (FLES) in Austin, Texas. Data were drawn from telephone interviews with school personnel, from documents and records at the state department of education, and from visits to schools offering FLES instruction. The report presents information on the seven school districts of the county in which Austin is located, highlighting the number of students enrolled in FLES programs, basic characteristics of existing programs (languages taught, primary goals, teachers, program structure, materials and teaching methods, articulation between levels, funding and support, evaluation, major problems), findings concerning the socioeconomic character of the communities under study, and implications for extending and strengthening foreign language instruction. Both in-school and after-school programs are considered. Contains 51 references. (MSE)

ED 416 709 FL 025 207

Texas Papers in Foreign Language Education, 1996.
PUB DATE- 96
NOTE- 93p.; For individual papers, see FL 025 208-211.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cloze Procedure; *English (Second Language); Essays; Foreign Countries; Foreign Students; Higher Education; *Instructional Materials; Language Proficiency; Language Research; Language Teachers; Persuasive Discourse; Program Effectiveness; Second Language Instruction; Second Language Learning; Second Language Programs; Teacher Education; *Teaching Assistants; Test Validity; Videotape Recordings; *Writing Processes
IDENTIFIERS- Koreans; South Korea

Papers on foreign language education include: "The Message Is the Medium: Using Video Materials To Facilitate Foreign Language Performance" (Thomas J. Garza), which explores the use of this

ED 416 729 HE 030 775

Malaney, Gary D.
The Structure and Function of Student Affairs Research Offices: A National Study.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Higher Education; *Institutional Research; National Surveys; *Research Projects; Retrenchment; *Student Personnel Services; Student Personnel Workers; Surveys; Total Quality Management

This study examined the structure and function of student affairs research offices (SAROs) at American colleges and universities. A total of 35 SAROs completed questionnaires during 1995 in regard to their organization and its activities. Overall, the study found only a small number of SAROs in American colleges and universities, mainly at public research and doctoral institutions. While a few offices were found to be relatively large, the majority of SAROs were one-person operations working with a limited budget. The median annual budget for the 31 offices that reported budgetary data was $65,000, which included staff salaries. It was found that survey research was the predominant form of research methodology for most offices and that 19 SAROs were engaged in total quality management initiatives. Twenty respondents indicated that their research findings had been reported at professional or scholarly meetings in the past 2 years. While it was found that 15 of the offices had been created in the past 2 years, a number of SAROs reported suffering budget cuts in recent years. (Contains 13 references.) (MDM)

ED 416 730 HE 030 776

Chan, T. C.; Curran, Theresa; Deskin, Caroline
Employment Myths and Realities in Speech and Language Pathology.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (22nd, Atlanta, GA, November 13-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; Communication Disorders; Comparative Analysis; Compensation (Remuneration); *Employment Counselors; *Employment Opportunities; Employment Projections; *Graduate Students; Graduate Study; Higher Education; *Job Satisfaction; *Occupational Information; Outcomes of Education; Speech Curriculum; Vocational Adjustment
IDENTIFIERS- Language Pathology; *Valdosta State University GA

This study compared the professional expectations of graduate students in speech and language pathology (SLP) with the employment realities offered by the profession. A total of 89 graduate students enrolled in the SLP program at Valdosta State University (VSU) in Georgia during 1995-97 completed a seven-item questionnaire on employment prospects. The results were

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Guidance; *College Faculty; Higher Education; *Portfolio Assessment; Program Descriptions; Program Evaluation; *Teacher Evaluation; *Teacher Promotion; Teacher Workshops; *Tenure
IDENTIFIERS- *Augsburg College MN

This report describes a three-year project designed to: (1) examine the ways in which teacher evaluation portfolios and teaching portfolios overlap, (2) develop an innovative and practical teaching and evaluation portfolio protocol, and (3) disseminate the results to other postsecondary institutions. Ten faculty from Augsburg College (Minnesota) developed two portfolios: (1) a teaching portfolio to be used for faculty growth and development, and (2) an evaluation portfolio to be used for tenure and promotion decisions by the college. The project included collection of baseline data from all faculty regarding their attitudes about the process of "being evaluated," analysis of 10 faculty portfolios, participant involvement in portfolio-developing support groups, formal development of a portfolio preparation guidebook for tenure and promotion candidates, and workshops to evaluate and disseminate results. Evaluation revealed that the project was successful: the use of portfolios was established with little or no confusion and/or antagonism between faculty and administration, and faculty reported a greater sense of empowerment regarding their teaching evaluation. Extensive appendix material includes: introductions to the evaluation portfolio and the teaching portfolio; a final internal evaluation report; a recommended protocol for faculty evaluation; a classroom observation form for peer evaluation; a self-evaluation checklist; and a guide to starting a teaching portfolio. (WD)

ED 416 751 HE 030 944

Miller, Anthony A., Ed.
Defining the Future Characteristics of Physician Assistant Education Proceedings (Alexandria, VA, August 16-17, 1996).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Allied Health Occupations Education; Employer Employee Relationship; *Futures (of Society); *Health Services; Higher Education; Physicians; *Physicians Assistants; Rural Areas; Supply and Demand

This report summarizes a project that focused on the future of the education of physician assistants. The panel of expert presenters represented physician assistant (PA) educators, educators of other health care professionals, employers of PAs, health care oriented foundations, a health care workforce expert, and members of the PA profession. The conference

Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *Federal Direct Student Loan Program

As part of a 5-year evaluation of the William D. Ford Federal Direct Loan Program, 12 participating institutions of higher education were visited to examine the diversity of approaches used by schools in planning for and implementing the program. The schools included public and private two- and four-year institutions and proprietary schools. Major findings indicated that: (1) overall, schools indicated a high level of satisfaction with the program; (2) institutions fully implementing the program were more satisfied than those phasing in the program; (3) most institutions found the transition to direct lending easy; (4) schools indicated especially high levels of satisfaction with the program processes of financial aid packaging, loan application processing, loan origination, and estimation and drawdown; (5) however, schools indicated frustration with processing delays following transition to a new loan origination center; (6) changes in workload resulting from the program had a positive effect on overall financial aid office operations; and (7) schools found Department of Education training to be useful and cost effective. The 12 case study reports describe the on-site interviews conducted with financial aid office staff at the institutions, and offer specific recommendations to other schools planning to implement the program and to the Department of Education. (DB)

ED 416 769 HE 031 015

Direct Loan Evaluation. Assessment of Department of Education Administration: Academic Years 1995-96 and 1996-97. Summary Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 85p.; For related documents, see HE 031 010-014.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; Government Role; Government School Relationship; Higher Education; National Surveys; *Participant Satisfaction; Program Administration; Program Evaluation; Student Financial Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *Department of Education; *Federal Direct Student Loan Program

As part of a 5-year evaluation of the William D. Ford Federal Direct Loan Program, this study assessed the U.S. Department of Education's (ED) administration of the program. Data were obtained through interviews with ED and other federal officials, institutional surveys, reviews of documents, attendance at meetings and training events, facilitated groupware sessions, and institutional case studies. Major findings indicated that: (1) program participation plateaued after rapid growth the first 3 years; (2) the loan origination transition process experienced multiple difficulties and delays; (3) a high level of customer service was provided during the first three years of this program to institutions by ED and its contractors; (4) direct loan training and program materials were enhanced; (5) multiple loan servicing contracts were canceled; and (6) staffing and resource shortages exist in key areas. After a summary of highlights and an introduction, the evaluation's findings are detailed for specific processes and services of the program, including loan origination, reconciliation, loan servicing, consolidation, debt collection, curriculum. Additionally, reduced travel dollars suggested the need to apply technology to minimize resident training. The expansion of technology into resident training would be justified by both greater instructional efficiency and superior instructional effectiveness. A three-phase approach was adopted to ensure that the processes of plan, do, and check were thoroughly completed before implementing a technology-enabled program to the DINFOS curriculum. Phase I gathered information about instructional technology and distance learning programs. In Phase II, a pilot project evaluated use of selected technologies with learners, instructors, and curriculum. The revised Public Affairs Officers Course, Reserve Component was selected for the pilot. Initial steps in the design and development of the pilot were taken with the intent of allowing evaluation of: (1) effectiveness of selected training media and technologies; (2) critical factors in administering a joint Armed Services distance learning program; and (3) the Services' response to the different delivery systems. (YLB)

ED 416 312 CE 075 452

Bartoli, Claire S.; Golas, Katharine C.
An Approach to Automating Development of Interactive Courseware.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Interservice/Industry Training, Simulation, and Education Conference (19th, Orlando, FL, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Software Development; *Computer System Design; *Courseware; Interaction; *Job Training; *Systems Development

A research project identified and prototyped critical elements of an automated development system for interactive courseware (ICW) for job training. The prototype system incorporated a multimedia database that contained all completed, planned, and partially completed media elements. A web-based approach was taken to overcome the problems of platform dependence. The system consisted of the following elements: an electronic storyboard that allowed designers to enter data elements as they performed preproduction design and development activities; a media production tool that provided access to and reports from the multimedia database; and a project management tool that provided information to ICW development managers. The system definition involved the following steps: (1) capture the concept of operations; (2) document a concise set of requirements; (3) develop a preliminary database architecture; (4) select appropriate system hardware; (5) design the network architecture; and (6) select commercial off-the-shelf software. Preliminary use of the system identified additional features that would make the system more useful for ICW development such as a distributed media repository to replace the current database structure; a full-text search capability; an encryption capability; and teaming tools. A comparison of the time required to develop one hour of ICW using the automated approach and the traditional approach showed the time was reduced by approximately 30 percent when the automated system was used. (YLB)

ED 416 313 CE 075 485

Padolina, Ma. Cristina D.

scores reported, cost of individual test, references to reviews, and brief descriptions. These characteristics are provided for the instruments in an extensive table that shows a wide variety of differences among instruments. (YLB)

ED 416 332 CE 075 727

Baldwin, Janet; Spille, Henry; Hayes, Elisabeth; Kroll, Bonnie
GED Profiles: Adults in Transition. Nos. 3-7. June 1991-September 1994.
PUB DATE- 94
NOTE- 42p.; For numbers 1-2, see ED 329 758-759.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Students; *Aging (Individuals); Certification; Citations (References); Dropout Research; Educational Attainment; Educational Certificates; *Educational Research; *Employment Practices; Equivalency Tests; Females; *High School Equivalency Programs; High School Seniors; Males; *Outcomes of Education; *Program Effectiveness; Scores; Sex Differences; Tables (Data); Test Norms
IDENTIFIERS- *General Educational Development Tests

This packet contains five issues of "GED Profiles" that examine various aspects of the characteristics and motivation of adults who take the General Educational Development (GED) tests and the effects of completion. These topics are explored: "GED Candidates in the Workforce: Employed and Employable" (Janet Baldwin, Henry Spille); "Why Did They Drop Out? Reasons GED Candidates Give for Leaving School" (Janet Baldwin); "GED Test Performance of Adult Examinees and High School Seniors" (Janet Baldwin); "The Gender Gap: Women and Men Who Take the GED Tests" (Elisabeth Hayes, Janet Baldwin); and "GED Candidates: Does Age Make a Difference?" (Bonnie Kroll, Janet Baldwin). In addition, each issue summarizes key findings and implications and includes a short list of highlights, graphs and tables, and a reference list. (KC)

ED 416 333 CE 075 732

Baldwin, Janet
Literacy Skills of Adults and Potential College Students.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Students; Blacks; Certification; College Graduates; Demography; *Educational Attainment; Educational Certificates; Equivalency Tests; *High School Equivalency Programs; High School Graduates; Hispanic Americans; *Outcomes of Education; Program Effectiveness; Scores; Test Norms; Whites
IDENTIFIERS- *General Educational Development Tests; *National Adult Literacy Survey (NCES)

A study was made of the prose, document, and quantitative literacy skills of adults in the United States by their highest level of educational attainment. In addition, the study examined the literacy skills of recent General Educational Development (GED) graduates. The data used in the study came from the 1992 National Adult Literacy Survey (NALS), conducted by the National Center for Education Statistics, and the 1993 GED-NALS Comparison Study. Highlights of the findings include

Kissam, Ed; Dorsey, Holda
Using Information Resources. Tierra de Oportunidad Module 14. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 35p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Adult Basic Education; Adult Literacy; Basic Skills; Communication (Thought Transfer); Community Services; English (Second Language); Family Needs; Immigrants; *Information Literacy; *Information Seeking; Information Skills; *Information Utilization; Learning Modules; Lesson Plans; Literacy Education; Problem Solving
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses how to access and use information resources in order to function in the workplace and in daily living. Topics covered include the following: analyzing newspaper articles; preparing a weather graph; calculating average prices; locating information in a telephone book; gathering information from service agencies; accessing information on the Internet; eliciting, receiving, interpreting, and responding to verbal information; selecting and using appropriate technology; and evaluating reliability of information. Basic skills addressed include communication skills, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 14 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; readings; role-play materials; and pre- and postassessments. (KC)

ED 416 352 CE 075 772

Kissam, Ed; Dorsey, Holda
Civic Participation. Tierra de Oportunidad Module 15. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 19p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Citizen Participation; *Community Action; *Community Involvement; Community Leaders; English (Second Language); Immigrants; Learning Modules; Lesson Plans; Literacy Education; Public Service
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses how and why to get involved in political and community life in the United States. Topics covered include the following: local political

ED 416 371 CE 075 839

Planning for Life. A Compendium of 1997 Nationally Recognized Career Planning Programs. Fourth Edition.
SPONS. AGENCY- Army Recruiting Command, Fort Sheridan, IL.
PUB DATE- 97
NOTE- 45p.; For earlier editions, see ED 378 386 and ED 389 891.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Career Education; *Career Guidance; *Career Planning; Counseling Techniques; *Demonstration Programs; Educational Cooperation; Educational Practices; Program Content; Program Design; Program Effectiveness; Rural Education; Secondary Education; Suburban Schools; Systems Approach; Urban Education

This compendium profiles 11 career planning programs that the U.S. Army Recruiting Command and National Consortium of State Career Guidance Supervisors have recognized as being exemplary coalition-based programs offering complete and effective career planning opportunities to the youths and/or adults they serve. Presented first are a discussion of the "Seven Cs" of successful career and life planning programs (clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, and competency) and guidelines for using the compendium. The programs profiled include a mix of junior high school, senior high school, and districtwide programs in the following states: Arkansas; Florida; Iowa; Missouri; Nevada; New Hampshire; South Dakota; Tennessee; and Utah. Each program is profiled in an abstract that includes some or all of the following: program name; grade level(s); audience (rural, urban, and/or suburban students); program overview; program characteristics (discussions of how the program illustrates each of the seven Cs of career planning, as well as discussions of commercial and noncommercial and/or local materials utilized and program features); and name/address of contact person. Appended are listings of key contact persons, state career guidance supervisors, and U.S. Army Recruiting Command Education Service specialists. (MN)

ED 416 372 CE 075 840

Hoyt, Kenneth B.
Transition to Postsecondary Career-Oriented Education Institutions. First Preliminary Findings: Counseling for High Skills Project.
PUB DATE- 97
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Career Choice; Comparative Analysis; Education Work Relationship; Educational Attainment; *Educational Attitudes; High Schools; Postsecondary Education; Student Educational Objectives; *Tech Prep; *Technical Institutes; *Vocational Education; *Young Adults

The experiences of tech prep students who have made the transition from high school to some form of postsecondary career-oriented education were examined through a survey sent to 38,325 postsecondary students enrolled in 1,948 programs in participating members as well as the common goal. XXsys was motivated to take the risk to achieve a great reward. Doing good for others and pushing the frontier of knowledge motivated the company beyond the money to be made. UCSD conducted the research needed. The keys to success of the collaboration were the chemistry of the people and the support each partner had for others; definition of individual goals; and a broad vision. A CALTRANS representative felt collaboration yielded better quality but took longer to get things done. The NIST representative believed successful collaboration required good chemistry and a "win-win" attitude. (YLB)

ED 416 391 CE 075 866

All Aspects of an Industry. Resource Bulletin.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Education Work Relationship; Educational Resources; *Educational Trends; *Experiential Learning; *Inservice Teacher Education; Internship Programs; On the Job Training; *Professional Development; School Business Relationship; Secondary Education; Teacher Role; Teaching Methods
IDENTIFIERS- *All Aspects of the Industry

Major changes in the workplace have profound implications for education systems. School-to-work reform, in response to the changing educational and training needs of the work force, emphasizes the importance of an "all aspects of an industry" approach to learning. This approach integrates vocational and academic education for the purpose of producing well-rounded individuals prepared to continue learning in either postsecondary institutions or the workplace. The following strategies may be used to incorporate an all-aspects of an industry approach into school-to-work systems: (1) take inventory of existing projects and classes; (2) expand work-based learning opportunities; (3) redesign school curricula; (4) encourage school-based enterprises; and (5) develop teacher internships. Examples of effective practices include the Oakland Health and Bioscience Academy in Oakland, California, and the Rindge School of Technical Arts in Cambridge, Massachusetts. (Resources listed include five organizations and five publications.) (KC)

ED 416 392 CE 075 867

Eight Key School-to-Work System Building Elements. Resource Bulletin.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; Educational Legislation; Educational Resources; *Educational Trends; *Federal Legislation; *Inservice Teacher Education; Internship Programs; On the Job Training; *Professional Development; School Business Relationship; Secondary Education; Teacher Role; *Teaching Methods

The School-to-Work Opportunities Act of 1994 puts in place a framework to help state and local partnerships in their efforts to build systems that help young people make the transition

NOTE- 49p.; Product of the National Tech Prep Network.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); *Career Education; Demonstration Programs; *Education Work Relationship; High Schools; Job Training; *Labor Force Development; Postsecondary Education; Program Descriptions; Program Development; Program Implementation; *Tech Prep; *Vocational Education; *Work Experience Programs

This booklet describes the success of tech prep under the federal school-to-work (STW) initiative and provides case studies showing how schools and businesses are using tech prep to create the world's best work force for the new millennium. The first section discusses the payoff from STW, and the second section describes tech prep. Section 3 focuses on the role of business and the high level of commitment tech prep requires. It also highlights the rewards for businesses, their communities, and young adults. The case studies that follow show how the following employers are involved in tech prep successes: American Honda Motor Co. and Toyota Motor Sales, USA, Inc.; The Boeing Company; Fred Meyer, Inc.; Donaldson Company; Caterpillar, Inc.; Siemens Stromberg-Carlson; Motorola, Inc.; Pratt & Whitney; and Norfolk Public Schools Consortium. Businesses' responses to the question why they chose to participate in educational initiatives are then presented. The following section describes the programs of the five top entrants in the first Exemplary Worksite Learning Award competition, in order from first to fifth place: San Bernardino County Sheriff's Department; Breithaupt Career and Technical Center; Workplace Preparation Initiative; Kentucky Tech: Shelby County Area Vocational Education Center Tech Prep Program; and Ascension Work Force 2000 Work-Based Learning System. A vision for the future is followed by a list of corporate affiliates. (YLB)

ED 416 411 CE 075 943

Farmer, Helen S.
Diversity and Women's Career Development: From Adolescence to Adulthood. Women's Mental Health and Development, Volume 2.
PUB DATE- 97
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Choice; *Career Development; Career Education; Decision Making; Ethnic Discrimination; *Family Influence; Females; *Goal Orientation; High Schools; Longitudinal Studies; Occupational Aspiration; *Persistence; Postsecondary Education; Racial Discrimination; *Sex Differences; Socioeconomic Status

This book presents a variety of perspectives on career development for women that grew from an extensive study of high school students in 1980 with follow-ups in 1990 and 1993. "Theoretical Overview: The Longitudinal Study" (Helen S. Farmer) outlines the social learning theoretical framework underlying the study and describes study procedures, participants, and interview protocol. Other than the beginning and two ending chapters, chapters 2-13 follow a similar outline. Each is based on a subset of the interviews conducted

Service Learning: A Support for Personal Growth during Adolescence.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Intermediate Grades; Junior High Schools; Middle Schools; Models; *Outcomes of Education; Preadolescents; Program Evaluation; School Effectiveness; School Role; *Service Learning
IDENTIFIERS- *Middle School Students; National Helper Network

Service learning has been proposed as one strategy to empower youth, engage students, and provide real-life applications for classroom learning. One model of service learning, "The Helper Model," which was designed specifically for use with middle school students, is presented here. Data to test the model were collected from over 500 students in grades 5 to 8 over a two-year period in an attempt to identify areas of student growth during Service Learning. Results indicate that students perceived growth in several areas. Areas of potential student growth identified after extensive analysis were (1) School-Related; (2) Work Preparedness; and (3) Psychosocial. Other findings, ongoing research, and future directions are discussed. In general, the findings support the belief that students who participated in The Helper Model of Service Learning became actively engaged in a meaningful experience which they believed provided opportunities for career development, improved interpersonal and nurturing skills, self growth, learning specific tasks, and understanding the practical component of education. (EMK)

ED 416 429 CG 028 314

Phelps, Vincent
The Effect of Positive Reinforcement on Students in Juvenile Institutions.
PUB DATE- 97
NOTE- 78p.; Master's Thesis, Salem Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; *Behavior Modification; *Correctional Education; *Correctional Rehabilitation; *Incentives; Intermediate Grades; *Positive Reinforcement; Preadolescents; Secondary Education; Self Esteem
IDENTIFIERS- West Virginia Industrial Home for Youth

This thesis details a program of teacher-reinforced behaviors for juveniles convicted of a felony and incarcerated at the West Virginia Industrial Home for Youth (WVIHY). The goal was to determine an effective way to control behaviors of incarcerated youth in an educational setting by use of a positive reinforcement program: "Keys to Innervision." Data was gathered from the contracts with students and from student evaluation sheets. Contracts included behavior change, journaling, exercise, and contract homework. To foster behavior change, students received coupons exchangeable for food and sundry items from the school store. Each student set a personal goal in sports skills and physical fitness, which was then written out step-by-step. Results show that students exhibited more

Atterman, Jennifer S.
Reading Strategies for Beginning and Proficient Readers.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Letters (Alphabet); Literacy; Phonics; Primary Education; *Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Processes; *Reading Skills; *Reading Strategies; *Teacher Role; Whole Language Approach
IDENTIFIERS- Phonological Awareness; Shared Reading

The single most important task facing elementary school teachers today is teaching students to read by the end of third grade. Learning to read in those formative years is essential to develop the higher order thinking skills demanded in the older grades, when students are reading to learn. Beginning readers must be engaged in highly purposeful and strategic techniques implemented by their teachers. First phonological awareness and knowledge of letters must be introduced. Activities centered around building an understanding of phonemes are essential to learning how to read an alphabetic language. With a systematic approach such as "Zoo-phonics," children learn the names and sounds of letters and are soon able to recognize and form their corresponding shapes. In kindergarten and first grade an integral part of any curriculum is reading aloud, which provides students with the opportunity to hear and see an enthusiastic teacher demonstrating good reading on a regular basis. Shared reading with a great deal of repetition is probably one of the most effective strategies for extending students' involvement in the literacy process and developing more proficient readers. Research indicates that reading can be taught most effectively with a balanced approach that incorporates the best of both phonics instruction and whole language. (Contains eight references.) (CR)

ED 416 448 CS 013 046

Mounts, Josephine
What Is the Effect of Reading Recovery on the Reading Achievement of At-Risk Students?
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Early Intervention; Grade 3; *High Risk Students; *Instructional Effectiveness; Primary Education; Reading Achievement; Reading Difficulties; Reading Research; *Remedial Reading
IDENTIFIERS- Iowa Tests of Basic Skills; *Reading Recovery Projects

A study examined the effectiveness of the Reading Recovery program. Subjects were 60 third-grade students (100% minority students) from the midwest who came from low and middle-to-low socioeconomic status. Half of the students received Reading Recovery in first grade, half did not. Comparison of Iowa Tests of Basic Skills scores indicated no statistically significant differences between the two groups of students. Findings suggest that gains in reading made by the Reading Recovery students were maintained in the third grade. A list of treatments, and posttest was the basic design. Results indicated that after the treatments, the students made significant gains in their basic reading skills, with an average Grade Equivalent gain of 1.5. The findings suggest that when used appropriately, direct instruction (in an integrated approach) can be both effective and efficient in helping students improve their basic reading skills. (Contains 17 references.) (Author/RS)

ED 416 468 CS 013 090

Dunston, Pamela J.; Schenk, Rebecca; Headley, Kathy; Ridgeway, Victoria
National Reading Conference Research Reflections: An Analysis of Twenty Years of Research.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (Phoenix, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Databases; Higher Education; Literature Reviews; Qualitative Research; *Reading Research; Research Design; Research Methodology; Research Utilization; *Scholarship; *Yearbooks
IDENTIFIERS- *National Reading Conference (Organization); *Research Trends

A study examined 20 years of research represented in the National Reading Conference (NRC) Yearbooks with the purpose of creating an NRC Yearbook database. The study analyzed overall trends in research topics and paradigms used by individuals whose work was reported in the NRC Yearbook between 1975-1995. The analysis was guided by the following questions: What reading research topics were investigated by NRC researchers published in the yearbooks?; and, What research designs and data analysis methodologies were used? A total of 694 research studies were examined. Results indicated that, initially, 79 different topics were listed. After data reduction by categorizing data by topic, 11 major areas of investigation remained, and of those 11 topics, 6 were the most frequently researched: (1) adult/college/family literacy; (2) beginning/early/emergent literacy; (3) comprehension; (4) instruction; (5) students; and (6) teachers. Findings suggest that 7% of the qualitative studies used ethnographic analysis, and 17% reported case study use. Constant comparative analysis was used in 15% of the studies and content analysis in 14%; another 29% of the qualitative studies reported placing data into categories for analysis purposes. Specific analysis procedures could not be determined for 45% of the qualitative studies. (Contains three figures and nine references.) (CR)

ED 416 469 CS 013 096

Kuldanek, Kelly
The Effects of Using a Combination of Story Frames and Retelling Strategies with Learning Disabled Students To Build Their Comprehension Ability.
PUB DATE- 98
NOTE- 35p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports -

as Entertainment for a Wedding" (Paul N. Siegel); "'As You Like It' as Romance" (Louis B. Wright and Virginia A. LaMar); "'As You Like It': A Comedy of Discovery" (Helen Gardner); "Creative Devices Make 'Twelfth Night' a Great Comedy" (Harold Jenkins); "Morality Lessons in 'Twelfth Night'" (John A. Hollander); "Shakespeare's Mastery Is Evident in the Last Plays (Edward Dowden); "Similarities between 'Measure for Measure' and 'The Tempest'" (Harold S. Wilson); and "Three Themes in 'The Tempest'" (Northrop Frye). (NKA)

ED 416 487 CS 216 192

Swisher, Clarice, Ed.
Readings on the Sonnets of William Shakespeare. The Greenhaven Press Literary Companion to British Literature.
PUB DATE- 97
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classics (Literature); *English Literature; Higher Education; *Literary Criticism; *Literary Devices; Literary History; Renaissance Literature; Research Tools; Secondary Education; *Sonnets
IDENTIFIERS- Historical Background; *Shakespeare (William)

Intended as an accessible resource for students researching William Shakespeare's (1564-1616) poetry, this collection of essays about Shakespeare's sonnets contains an in-depth biography of Shakespeare and writings from a wide variety of sources. The essays are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of Shakespeare's life and career as well as of concurrent historical events, a glossary of literary terms, and primary and secondary bibliographies to facilitate research. The 19 essays and their authors include: "The Mysterious Q: The 1609 Edition of Shakespeare's Sonnets" (Robert Giroux); "What Is a Sonnet?" (William Flint Thrall, Addison Hibbard, and C. Hugh Holman); "The Origin and First Publication of Shakespeare's Sonnets (G.B. Harrison); "Evaluating Shakespeare's Sonnets as Poetry" (W.H. Auden); "Shakespeare Used Ordinary Experiences to Create Powerful Poetry" (John Jay Chapman); "Some Sonnets Express Mixed Feelings" (Hilton Landry); "Shakespeare's Poetic Imagery" (W.G. Ingram); "The Speaker in Shakespeare's Sonnets Is Identifiable" (Hallett Smith); "The Sonnets Are Examples of Persuasive Rhetoric" (David Parker); "The Use of Sound in Shakespeare's Sonnets" (Barbara Herrnstein Smith); "Shakespeare's Sonnets Are the Worlds Greatest Love Poems" (John Dover Wilson); "Shakespeare's Sonnets Portray a Maturing Love" (Edward Dowden); "The Dark Lady Sonnets Explore Passion and Its Effects" (Edward Hubler); "Shakespeare's Sonnets Explore the Meaning of Time" (David Kaula); "Shakespeare Searches for Immortality in the Sonnets" (George Herbert Palmer); "Prose Versions of Seven Sonnets" (A.L. Rowse); "An Analysis of Sonnets 18, 29, 30, 73, and 116" (Gerald Hammond); "Dramatic Shifts in Emphasis Make Sonnet 73 an Effective Poem" (Stephen Booth); and "Shakespeare's Sonnets Imitate and Satirize Earlier Sonnets" (Katharine M. Wilson). (NKA)

*Exercise; *Health Education; *Health Promotion; Higher Education; Life Style; Models; *Motivation Techniques; Persuasive Discourse; Physical Health
IDENTIFIERS- *Health Communication; Message Transmission

Researchers have been slow to acknowledge the salient role communication can play in motivating people to adopt more healthy lifestyles. Because persuasive messages increase awareness and can increase health promoting behaviors, it is important to determine the most effective health promoting messages in various health contexts. Thus, the primary goal of this study was to test a method of developing messages that enhance health behaviors, specifically exercise. An experimental design was used to test two research questions and one hypothesis. Data were collected at three time periods; subjects were college students in an introductory communications studies course. Results indicated the importance of communication in health promotion. Messages geared to subjects' stage of exercise were effective. In particular, the contemplation message and the relapse message significantly improved contemplators' and relapsers' stage of exercise, respectively. Messages should be developed that are framed toward peoples' stage of behavior change. The Stages of Change Model (Proshaska and DiClemente, 1983, 1986) was an effective audience analysis tool in this health promotion study. (Contains six tables of data and 58 references; sample questionnaires and forms are appended.) (Author/CR)

ED 416 509 CS 509 697

Ratliff, Gerald Lee
Classroom "Role-Playing": A Basic Blueprint for Performance.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acting; *Characterization; Classroom Techniques; *Creative Dramatics; Experiential Learning; Learning Strategies; Observational Learning; Oral Interpretation; *Role Playing; Secondary Education; Skill Development; *Student Participation; Teaching Methods
IDENTIFIERS- Performance Studies (Speech)

Dynamic classroom role-playing for junior and senior high school classes in literature and acting is an essential ingredient in cultivating characterization and interpretation if a student is to learn the technical skills of performance. Although no simple classroom performance blueprint exists for predicting the degree of success a student performer might achieve in meaningful role-playing, the three exercises presented in this paper are designed to provide an excellent foundation to reinforce further creative exploration by individual instructors. The goal of the first exercise ("Star Search") is to familiarize students with the role that personal observation might play in character development. A second exercise ("And the Beat Goes On") can be used to promote the role of mental symbols in character development and to cultivate student performer awareness of dramatic visualization. The third exercise ("Carry Your Character with You") shows how to develop an awareness of the role that movement and physicalization might play in suggesting character. Careful analysis of the

Deaton, Gary; Glenn, Robert J., III; Millsap, Susan; Millsap, Scott
Forensics and Family: Attempting To Avoid the Collision: An Assessment Study of the Impact of Forensics upon Quality of Life For Families, Couples, and Individuals.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997). Tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Debate; Family Life; Higher Education; Interpersonal Relationship; Public Speaking; Questionnaires; *Teacher Attitudes; *Teacher Morale; *Teacher Motivation; *Teacher Response; Teacher Role; Teacher Surveys
IDENTIFIERS- *Debate Coaches; Faculty Attitudes; *Professional Concerns

A study examined the negative impacts of forensics upon primary relationships and family life. The study was designed to assess the professional and personal concerns of active forensics coaches. Subjects were seven males and four females, nine of whom were married, five of whom have children, and only one of whom reported having a spouse or partner involved with forensics. Of the eleven, eight were full-time faculty members, two were part-time faculty, and one was a community volunteer. Respondents were asked to provide answers to a host of questions pertaining to their professional backgrounds, the nature of their forensics involvement, the criteria they employed in choosing tournaments to attend, and their overall assessment of forensics activities' positive and negative aspects. The survey instrument was a three-part questionnaire. Results indicated that the item receiving the strongest level of agreement is that tournaments are too demanding physically, followed closely by forensic coaching salaries are too low. Findings suggest that the item the respondents disagreed with the most was that students are not as much fun to work with as they used to be, followed by actively considering getting out of forensics. (Contains 16 references and three tables of data; a sample survey questionnaire is appended.) (Author/CR)

ED 416 531 CS 509 727

Gilbert, Michael B.
An Examination of Listening Effectiveness of Educators: Performance versus Preference.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the International Listening Association (18th, Mobile, AL, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Elementary Secondary Education; Higher Education; Learning Processes; Listening Comprehension; *Listening Habits; *Listening Skills; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Arkansas; Listening Research

Most students prefer visual input--through normal development or instructional reinforcement--yet, most teachers provide information to be taken in by listening. This mismatch can appreciate the importance of speech communication in their lives. In the exercise, groups analyze speeches and report their findings to the class. The exercise improves presentation skills and enables students to become better consumers of public discourse. The exercise is divided into three phases: phase one--"Developing a Knowledge Base"; phase two--"Sample Critique"; and phase three--"Criticizing and Reporting." Each phase is accompanied by step-by-step instructions, procedures, objectives, and time requirements. This group assignment meshes with the course purpose because it enhances both critical thinking and presentation skills. (CR)

ED 416 551 CS 509 750

Monsma, John W.
Putting the Family on the Tube: An Interactive Television Approach to Teaching Family Communication.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Course Descriptions; *Distance Education; *Family Environment; *Family Relationship; Higher Education; Interactive Television; Lesson Plans; *Telecourses
IDENTIFIERS- *Family Communication; *Northern Arizona University

The possibility of presenting a family communication course to large numbers of students and to students who cannot be present in the classroom makes interactive television a delivery mode worth considering. A family communication course was introduced experimentally at Northern Arizona University in Spring, 1983 and was designed around the concept of topical minicourses, each five weeks in length for one hour of credit. From the outset, family communication required a highly interactive format--question/answer, small group projects, discussion, and role play. The course developer resisted teaching the course using interactive television at first but agreed to a one-semester trial in Fall, 1995. The initial class included 80 students in a studio, 10 students in Yuma, 3 students in Holbrook, and 150 students viewing the course on cable or in another campus facility. Two class sessions demonstrated that the process worked well. Since that experiment, family communication has been offered each semester, exclusively on television, over 1,000 students have completed the course, in contrast to the 250 who could have enrolled in a standard classroom version. The course is taught using retrofitted classrooms or studios particularly designed for distance learning. Interactive television may require some modification of pedagogy--"talking heads" offer no motivation to students, especially those at remote sites. A sample lesson plan (demonstrating that families are a system) and a sample exercise redesigned for interactive television shows how developing interactive lesson plans in one of the most stimulating aspects of teaching on television. (RS)

ED 416 552 CS 509 751

Borisoff, Deborah
Male Communication Problems in the Student Body.

IDENTIFIERS- *Portsmouth School Administrative Unit NH
School officials have tried various scheduling strategies to strengthen curriculums. One such strategy, block scheduling, affected the operation of Portsmouth High School, in Portsmouth, New Hampshire. This status report examines the use of block scheduling over a 2.5 year period and focuses on how this change influenced people, curriculum, test scores, and other areas of school life. It is intended as a working document for the school's faculty and administration as they develop a comprehensive evaluation after several years with block scheduling. The report reviews the literature and sketches a historical perspective about strategies high schools use to prepare adolescents for the future. It is intended to provide information, identify successes, make recommendations for further study, and offer critiques of various aspects of block scheduling. The report focuses on the history of Portsmouth High School and how the process of change was introduced. It examines implications of schedule changes for students and faculty and lists implications of such scheduling for curriculum and instructional methodologies. It offers an assessment of students and block scheduling and provides feedback from students, faculty, and parents. A summary of findings is included. (Contains 50 references.) (RJM)

ED 416 571 EA 028 886

Hicks, David, Ed.; Slaughter, Richard, Ed.
Futures Education. World Yearbook of Education 1998.
PUB DATE- 97
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Computer Uses in Education; *Computers; Curriculum; Early Childhood Education; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Futures (Of Society); Higher Education; Technological Advancement
IDENTIFIERS- *Futures Education; Futures Research
If all education is for the future, then when and where is the future explored within education? Providing educators with information on the rich literature of the futures field and on the groundswell of future studies is the object of this collection of essays. The text does not presume that readers are familiar with the futures field. Divided into three parts, it opens with an examination of futures education, the state of the world today, and the consequent need for a more futures-oriented education. Part 2 comprises the bulk of the volume and examines the practice of futures education. It offers case studies dealing with early childhood, elementary and secondary education, as well as undergraduate and postgraduate initiatives. Important questions regarding how students respond to learning about the future, future studies and the World Wide Web, and technology-based learning in elementary schools are also addressed. The need to educate in a spirit of hope during turbulent times is the focus of this section. The last part offers insights on educating for a sustainable future and outlines the need to envision sustainable futures, profiles the role of environmental education, and gives details on outreach programs. (Contains an index and 64 references.) (RJM)

ED 416 572 EA 028 888

This biennial report is the 23rd report to the Congress on federally funded education programs and the 14th such report submitted by the Department of Education in fulfillment of a Congressional mandate. For FY 1995-1996, there is information on 151 programs administered by the Department. Programs are grouped according to the administering office of the Department of Education: Office of Elementary and Secondary Education, Office of Bilingual Education and Minority Languages Affairs, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, Office of Postsecondary Education, and Office of Educational Research and Improvement. Available information is presented on the purpose, funding, target population, services, administration, effectiveness, management improvement strategies, and sources of information for those programs. Planned studies are briefly outlined. Overviews of postsecondary education, vocational and adult education discuss the purposes, funding, governance, services, and outcomes of the Department's major programs in these areas. Chapters describing programs have a subsection on performance indicators where such information is available. This report summarizes evaluation findings on what helps program participants to increase their achievement or improve their performance. The appendix lists with brief descriptions the evaluation contracts active in the Office of the Under Secretary (OUS) during Fiscal Years 1995-1996. (SLD)

ED 416 591 EA 029 152

Religious Expression in Public Schools: A Statement of Principles.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; Commencement Ceremonies; Compliance (Legal); Constitutional Law; Court Litigation; Elementary Secondary Education; Federal Courts; *Federal Regulation; Government Publications; Guidelines; Parent School Relationship; *Public Schools; *Religion; Religion Studies; *School Prayer; *State Church Separation; Student Rights
IDENTIFIERS- Equal Access Act 1984; *First Amendment; *Religious Exercises; Religious Freedom; Supreme Court

These guidelines, addressing the extent to which religious expression and activity are permitted in public schools, were originally issued in 1995. Changes have been made in the sections on religious excusals and student garb to reflect the Supreme Court decision in "Boerne v. Flores" declaring the Religious Freedom Restoration Act unconstitutional as applied to actions of state and local governments. Richard W. Riley, U.S. Secretary of Education, suggests in his introduction that school districts should use the guidelines to revise their own districtwide policies regarding religious expression and inform teachers, parents, and students about religious expression in school. Two basic and equally important obligations are imposed on public school officials by the First Amendment. First, schools may not forbid students acting on their own from expressing their personal religious views or beliefs solely because they are of a religious nature. At the same time, schools may not endorse religious activity or doctrine, nor may they coerce participation in religious activity. The principles are applied to the following topics: (1) student prayer and religious discussion; (2) graduation prayer and baccalaureates; (3) official neutrality regarding religious activity; (4) teaching about religion; (5) student assignments; (6) religious

PUB DATE- 97
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; *Behavior Change; *Behavior Disorders; Elementary Education; Generalization; Group Instruction; *Interpersonal Competence; *Peer Relationship; Program Development; Program Implementation; *Prosocial Behavior; School Safety; Student Behavior; Student Motivation; Teaching Methods

This set of materials for training elementary school children in social skills includes a book which explains the Skillstreaming program, a student manual, a collection of program forms, and a box of skill cards for use with students. After an introductory chapter, chapter 2 examines Skillstreaming's history and development. chapter 3 presents strategies for using Skillstreaming to develop safe school environments. Program implementation is then discussed in terms of grouping (chapter 4), teaching procedures (chapter 5), and a transcript of a Skillstreaming group session (chapter 6). chapter 7 presents the 60 skills for this age level, listing each skill's behavioral steps, teacher notes, and topics for modeling displays. chapter 8 discusses skill sequences and combinations and chapter 9 describes effective motivation-enhancing and resistance-reducing procedures. chapter 10 addresses the issue of generalization of learned skills. Three appendices include an annotated bibliography, checklists and a grouping chart, and descriptions of supplementary materials. The student manual provides student worksheets, checklists, and other instructional materials. The forms collection contains samples of such forms as skill sheets and skill rating forms. The 480 skill cards list the steps needed to perform each of the 60 prosocial skills, with 8 cards for each skill, enough for a group of 8 students. (Contains approximately 140 references.) (DB)

ED 416 610 EC 306 160

Griffin, Harold; Daley, Christine E.; Onwuegbuzie, Anthony J.
Prevalence of Attention Deficit Disorders in Arkansas.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Mid-South Educational Research Association Annual Conference (Memphis, TN, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; *Clinical Diagnosis; *Disability Identification; *Drug Therapy; Elementary Secondary Education; *Hyperactivity; *Incidence; School Nurses; State Surveys; Student Evaluation
IDENTIFIERS- *Arkansas

This study examined the prevalence of Attention Deficit Hyperactivity Disorder (ADHD) among school children in Arkansas for the purpose of helping school districts plan appropriate educational interventions. The ADHD Survey was mailed to all 311 school superintendents; 128 surveys were returned. Findings revealed that, overall, 3 percent of students in the state were identified as ADHD. In some districts, however, as many as 25 percent of students received this diagnosis. The vast majority recommends: (1) clarification of the purpose of the assessment and accountability systems; (2) consistency of participation principles for instruction, classroom assessments, and state and district assessments; (3) consistency of accommodations and reporting policies with participation principles; and (4) determination of alternate assessments for those students who need them. (Contains 11 references.) (DB)

ED 416 628 EC 306 179

Elliott, Judy; Thurlow, Martha; Ysseldyke, Jim; Erickson, Ron
Providing Assessment Accommodations for Students with Disabilities in State and District Assessments.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Disabilities; *Educational Assessment; Educational Policy; Elementary Secondary Education; State Programs; State Regulation; State Standards; Student Evaluation; *Student Participation; *Testing Programs
IDENTIFIERS- Alternative Assessment; *Testing Accommodations (Disabilities)

This report examines issues concerning the provision of accommodations for students with disabilities participating in state and district assessments. The report considers what an accommodation is, what kinds of accommodations are available, who should make the decision regarding accommodations, when accommodations should be used, and how accommodations affect test results. Analysis of state written guidelines has resulted in identification of the following principles to guide decisions: (1) base decisions on the student's needs; (2) use a form identifying variables in accommodation decisions; (3) have people who know the student make decisions about accommodations; (4) align instruction, classroom testing, and district or state assessment; and (5) consider the type of test. States are urged to have a written assessment policy which reflects inclusive practices for student participation in assessment and clear assessment accommodation policies. Two tables list types of assessment accommodations and sample questions to consider in the decision process. (DB)

ED 416 629 EC 306 180

Spicuzza, Richard; Thurlow, Martha; Erickson, Ron; Ruhland, Aaron
Special Education Teacher Responses to the 1997 Basic Standards Testing. State Assessment Series: Minnesota Report 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Decision Making; *Disabilities; *Educational Assessment; Grade 8; Grade 9; Junior High Schools; Mastery Tests; *Minimum Competency Testing; Special Education Teachers; State Standards; State Surveys; Student Evaluation; *Student Participation; Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Compliance (Legal); Developmental Delays; *Disabilities; Disability Identification; Due Process; *Early Identification; *Early Intervention; *Educational Legislation; Eligibility; Federal Legislation; Federal State Relationship; Financial Support; Government Role; Individualized Family Service Plans; Infants; Preschool Education; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This fact sheet uses a question-and-answer format to summarize early intervention services for children (birth through age 2) provided by Part C of the Individuals with Disabilities Education Act of 1997 (Public Law 105-17). Questions and answers address the following topics: the purpose of Part C (early identification and intervention with infants and toddlers); eligibility for services under Part C (children under age 3 with developmental delay or diagnosed conditions); services mandated to eligible children and their families; the Individualized Family Service Plan; procedural safeguards under Part C; the role of the state and federal governments in providing services; services that each state must provide (such as a comprehensive child find and referral system); and paying for early intervention services. (DB)

ED 416 648 EC 306 207

Kowalski, Jo Anne T.
HIV/AIDS and Pediatric AIDS. The Arc Q & A.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Children; *Communicable Diseases; Disease Control; Elementary Secondary Education; Incidence; Infants; *Pediatrics; Preschool Education; Special Health Problems; *Symptoms (Individual Disorders)

This fact sheet uses a question-and-answer format to summarize what is known about HIV/AIDS (Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome) and pediatric AIDS and applies this information to children in school settings. Questions and answers address the following topics: what the AIDS disease and HIV infection are; estimates of the number of children infected with HIV; ways that children become infected with the HIV virus; testing of children for the presence of the HIV antibody; the use of drugs to treat children with AIDS; the neurological and developmental effects of AIDS and HIV in children; services that might be needed in the school setting for the HIV-infected child; who should know that a child in school has AIDS or is HIV-positive; and precautions that should be taken to prevent exposure to HIV by school-aged children. (DB)

ED 416 649 EC 306 208

Berkobien, Rick; Varnet, Theresa
Future Planning: Making Financial Arrangements with a Trust. The

Interlanguage; Language Planning; Language Processing; Languages for Special Purposes; Learning Strategies; Mnemonics; Oral Language; Paralinguistics; Persuasive Discourse; Poetry; Prose; *Second Language Instruction; Second Language Learning; Spanish; Speech Acts; Translation; Uncommonly Taught Languages; Verbs; Vocabulary Development
IDENTIFIERS- Communication Strategies

The following titles are included: (1) "Computer in Foreign Language Instruction"; (2) "Two Sides of the Same Coin: Prose and Poetry in Translation"; (3) "Notions of Culture in Foreign Language Departments in Different Countries"; (4) "Developing Materials for Teaching Danish to Adult Immigrants"; (5) "Conversational Strategies in Expressive, Commissive, and Direct Speech Acts: A Pragmatic Discourse Analysis Model"; (6) "Analysis of Learner Questions and Question-Oriented Grammar Instruction"; (7) "Communication Processes and Strategies in German as a Foreign Language: Two Danish Students' Descriptions of Pictures"; (8) "Foreign Language and Institutional History"; (9) "Language Planning and Social Control"; (10) "Innateness and Language Acquisition"; (11) "Towards a Definition of Negotiation with Specific Reference to Business Negotiations"; (12) "Negotiation Play"; (13) "Word Searching and Word Explanation in Non-Directed Foreign Language Interaction"; (14) "An Exploratory Needs Analysis of Dutch in Danish Films"; (15) "Cognition, Acquisition, and L2 Linguistic Knowledge and Ability"; (16) "Learning Strategies in FL Vocabulary Learning: The Use of Mnemonics"; (17) "The Interactive Basic of Oral Communicative Competence"; (18) "Gambits in Spanish Interactive Discourse"; (19) "The Finnish Foreign Language Diploma for Professional Purposes"; (20) "How Specific Should English for Business Purposes Be?"; (21) "Indirectness as Internal Speech Act Modification"; (22) "Lexical Search Strategies in Translation"; (23) "Paralinguistic Analysis of Internal and External Speech Act Modification"; (24) "Neural Network Acquisition of Verbs"; (25) "Two Papers in Foreign Language Pedagogy"; (26) "Initiative and Response: An Analysis of Conversation Structures in German Interlanguage Interviews"; and (27) "Expression categories in Discourse Analysis." (VWL)

ED 416 669 FL 024 077

Kennison, Shelia M.
The Role of Verb Information in Syntactic Ambiguity Resolution.
PUB DATE- 96
NOTE- 15p.; In: MIT Occasional Papers in Linguistics, 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ambiguity; College Students; Comparative Analysis; Grammar; Higher Education; *Language Patterns; Language Research; *Linguistic Theory; North American English; Nouns; Phrase Structure; *Reading Comprehension; *Syntax; *Verbs

This study, consisting of two experiments, investigated the role of verb information in resolving ambiguous noun phrases (NPs) in reading comprehension. Both experiments extended earlier studies. The first measured and compared reading time for sentences containing temporarily ambiguous subject complements and unambiguous complements, which were preceded by NP- or subject-biased verbs. Subjects were 24 university students, undergraduates and graduates fluent in American English. In the second experiment, new conditions were added; reading time was measured on sentences containing temporarily ambiguous NP complements and containing ambiguous subject complements and unambiguous complements, also preceded by NP- or subject-biased

Informational Booklet on Mainstreaming for Parents of Bilingual Students. Russian/English Edition.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- Russian; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; Classroom Environment; Educational Benefits; Educational Objectives; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Mainstreaming; Parent Role; Program Design; *Russian; Scheduling; *Special Education; *Student Placement
IDENTIFIERS- *New York City Board of Education

This guide, in both English and Russian, is intended for parents and guardians of children participating in bilingual or monolingual English-medium general education or bilingual special education programs in the New York City public schools. It provides general information about mainstreaming, the integration of special education students into general education classes and/or school-wide activities, and how students benefit from this process. Mainstreaming is based on the concept that children should be educated in the least restrictive environment to meet their needs best. This guide describes how academic and non-academic mainstreaming work, the objectives of the approach, benefits for both general education and special education students, the role of general education in mainstreaming through both academic and non-academic activities, how the program is planned, implemented, and monitored by the mainstreaming committee, and the role of the parent or guardian in the student's learning process. A number of commonly-asked questions are also answered. (MSE)

ED 416 690 FL 025 095

Informational Booklet on Mainstreaming for Parents of Bilingual Students. Chinese/English Edition.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; *Chinese; Classroom Environment; Educational Benefits; Educational Objectives; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Mainstreaming; Parent Role; Program Design; Scheduling; *Special Education; *Student Placement
IDENTIFIERS- New York City Board of Education

This guide, in both English and Chinese, is intended for parents and guardians of children participating in bilingual or monolingual English-medium general education or bilingual special education programs in the New York City public schools. It provides general information about mainstreaming, the medium to enhance commonly-used non-communicative or text-bound teaching materials; "Product and Process Aspects of NES/EFL Students' Persuasive Writing in English: Differences Between Advanced and Basic Writers" (Jin-Wan Kim), which finds that writing quality depends on process, product, and proficiency level; "An Investigation of the Effectiveness of Foreign Language Training Programs for TAs: An Exploratory Study" (Zena T. Moore, Barbara Bresslau), an investigation of training for teaching assistants at one university; and "The Concurrent Validity of the Cloze Test with Essay Test Among Korean Students" (Soyoung Lee), reporting on results and practical and theoretical implication of a study in Korea. (MSE)

ED 416 710 FL 025 208

Garza, Thomas J.
The Message Is the Medium: Using Video Materials To Facilitate Foreign Language Performance.
PUB DATE- 96
NOTE- 20p.; For related document, see FL 025 207.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; Instructional Effectiveness; *Instructional Materials; Language Research; Media Selection; *Second Language Instruction; Second Language Learning; *Videotape Recordings

The use of video materials in second language instruction is discussed, particularly as a potential remedy for commonly-used non-communicative or text-bound teaching materials. Research into video use in the second language classroom is reviewed. Basic criteria for selecting instructional video are outlined. Such materials should: contain the desired linguistic material; be thematically interesting; require repeated viewings for the student to comprehend the text fully; have a high audio/visual correlation; and be brief. Presentation techniques for exploiting video materials are also suggested, including use of captioning, colorization, video enhancement and overlay, time-coding for cross-referencing to a text or other materials, use of related print materials, pre-viewing exercises, task-related viewing, and follow-up activities. Additional practical considerations for classroom use are noted. Contains 26 references. (MSE)

ED 416 711 FL 025 209

Kim, Jin-Wan
Product and Process Aspects of NES/EFL Students' Persuasive Writing in English: Differences between Advanced and Basic Writers.
PUB DATE- 96
NOTE- 24p.; For related document, see FL 025 207.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Advanced Courses; College Students; Comparative Analysis; Difficulty Level; *English (Second Language); Foreign Countries; Foreign Students; Graduate Students; Higher Education; Introductory Courses; Language Proficiency; Language Research; *Native Speakers; *Persuasive Discourse; Second Language Instruction; Student Attitudes; *Writing Instruction; *Writing Processes; Writing Skills

compared to national data on employment prospects and attitudes. The study found that SLP students at VSU indicated an overwhelming interest in working in the South, and that students expected an average annual salary approximately $6,000 more than the national average for entry-level positions in the profession. In job satisfaction comparisons, VSU students placed their emphasis on job nature and efficiency aspects of future employment, compared to the national preferences of friendly co-workers, helpful co-workers, and friendly supervision. It was recommended that SLP program planners encourage students to have a somewhat more realistic idea of their future profession. An appendix provides statistical tables and a copy of the questionnaire. (MDM)

ED 416 731 HE 030 777

Rittel, Nancy B.; Olsen, Tammey
Fall 1997 Enrollment, North Dakota Institutions of Higher Education.
PUB DATE- 97
NOTE- 62p.; For the 1996 edition, see ED 403 798.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Transfer Students; *Enrollment; Enrollment Trends; Full Time Students; Higher Education; In State Students; Minority Groups; Out of State Students; Part Time Students; Private Colleges; *School Demography; Sex Differences; *State Colleges; State Universities; *Student Characteristics; Trend Analysis; Tribally Controlled Education
IDENTIFIERS- *North Dakota University System

This report presents fall 1997 enrollments data for the North Dakota University System. Data are presented in 18 tables and 2 figures. After an introductory section, which includes definitions and institutional abbreviations, the tables provide information on: (1) headcount enrollment; (2) full-time (FT) enrollment; (3) total students credit hours of part-time (PT) students; (4) full-time equivalent (FTE) enrollment of PT students; (5) total of FT and FTE of PT students; (6) FTE enrollment based on total student credit hours by level of students; (7) nonresident undergraduate headcount; (8) headcount enrollment by tuition residency status; (9) nonresident graduate and professional headcount; (10) headcount enrollment by county of residence for North Dakota students; (11) total in-state enrollment by county of origin; (12) in-state enrollment by county of origin by institution; (13) headcount enrollment by race; (14) headcount enrollment by citizenship, veteran status, sex, marital status, transfer status, and for beginning freshmen; (15) total student credit hours by course level; (16) final fall enrollment, 1988-97; (17) headcount enrollment by age; and (18) headcount enrollment by race/ethnicity and sex at private and tribal colleges. Figures show in-state enrollment by county of origin and headcount enrollment 1960-97. (MDM)

ED 416 732 HE 030 778

Murphy, Patricia D.; Harrold, Robert L.
Assessment: A Moving Target with Rising Expectations.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the North Central Association (Chicago, IL, April 1997).
LANGUAGE- English

outcome indicated the need for continued examination of the external factors that influence the education and practice of PAs, as well as the development of strategies to respond to the rapidly changing health care environment. Papers include: "From Lexicon to Praxis: Future Characteristics of Physician Assistant Education" (Eugene Jones); "A Glimpse of the Future" (Albert Simon); "Educator's View" (Brenda Jasper); "Health Professions: Projections of Supply and Demand" (James Cawley); "Rural Practice Focus" (Jennifer Krueger); "Health Professions Foundation View" (Jennifer Ruzek); "Education for a Changing Health Care System" (Christopher Bork); "PA Employer View" (Brian Trojniak); "Physician's View" (Norman Kahn); and "PA Employer View" (Kenneth Moritsugu). Lists of the advisory committee members and panelists are appended. (WD)

ED 416 752 HE 030 980

Grandillo, Michael A.
The Local College Booster Movement in Nineteenth Century Ohio. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Related Colleges; *Church Role; Community Schools; *Educational History; Higher Education; Private Financial Support; Proprietary Schools; *Public Relations; *School Community Relationship; School Role; Theories; Womens Education
IDENTIFIERS- *ASHE Annual Meeting; Nineteenth Century; *Ohio

This paper reviews the history of the founding of colleges in Ohio during the nineteenth century, focusing on a critical reexamination of the thesis of Donald Tewksbury (1932), which emphasizes the role of religious denominations in the founding and persistence of private institutions of higher education. It argues that colleges and universities, as they emerged during this period, should be viewed as broad-based local enterprises that were deeply rooted in the economic and cultural life of the local community. Local boosterism is thought to have been a more significant factor in the survival of independent colleges than the religious zeal of the denominations. Discussion of the national and historical context precedes a review of private college development in Ohio, noting the easy requirements for chartering a college under the Northwest Ordinance and the State Constitution of 1802. Examples are then provided showing the important role of local boosterism in the founding and development of such Ohio institutions as Heidelberg College, Ohio Wesleyan University, Wooster College, and Case Western Reserve University. Also discussed in relation to the founding of Ohio colleges are the influence of the quest for female education, philanthropy, for-profit institutions, canals, and railroads. (Contains 32 references.) (DB)

ED 416 753 HE 030 981

Serex, Catherine P.
Perceptions of Classroom Climate by Students in Non-Traditional Majors for Their Gender. ASHE Annual Meeting Paper.
PUB DATE- 97

support services, and training and resource materials. ED management findings, specifically financial, contract, and organizational management are also discussed. (DB)

ED 416 770 HE 031 016

Darby, Jeannie; Bland, Mary Margaret
A Model Project To Improve the Climate for Women in Engineering.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Career Education; College School Cooperation; Educational Environment; Elementary Secondary Education; *Engineering; Experiential Learning; *Females; Hands on Science; Higher Education; Inservice Teacher Education; Majors (Students); Mentors; Outreach Programs; Student Recruitment; Workshops
IDENTIFIERS- Center for Women in Engineering CA; Hands on Experience

This report describes activities and accomplishments of a 3-year pilot project conducted by the Center for Women in Engineering (California) to improve the classroom climate for girls at the K-12 level. Project programs included workshops for K-12 teachers, three educational outreach programs for teachers and students, and laboratory research/mentorship opportunities for female high school and undergraduate students. The programs reached an estimated 8,000 students and teachers and several of the programs are being institutionalized. Program evaluation indicated that teachers and students benefited when teachers collaborated in presenting hands-on and gender-equitable teaching techniques. Students received information about engineering as a career and came in contact with female engineering role models. Some students developed mentoring relationships with faculty and graduate students while experiencing scientific research firsthand. Individual sections of the report include an overview; the project's purpose, background and origins; project description, an evaluation, and results. A summary section offers recommendations for workshops and outreach programs. The extensive appendices include: an interinstitutional project profile, the project handbook, additional evaluation materials, and a list of project dissemination activities. Three papers resulting from the project are attached. They are: (1) "Perspectives on Evaluating Classroom Climate Programs for Women" (Mary Margaret Bland); (2) "Priming the Pump: Getting More Girls into the Engineering Pipeline" (Elizabeth Gillis Raley); and (3) "How Things Work: Helping Girls Explore Technology, Engineering Education for Elementary Teachers" (Judi Kusnick and others). (DB)

ED 416 771 HE 031 017

Sternberg, David
Disseminating a Successful Faculty Dissertation Completion Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 166p.
LANGUAGE- English

Use (and Misuse) of Technology in Distance Education.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Delivery Systems; *Distance Education; *Educational Media; *Educational Technology; Foreign Countries; *Instructional Design; Literacy Education; *Media Selection; Open Universities; Teacher Student Relationship

First-generation Distance Education (DE) was characterized by the use of a single technology (correspondence instruction) and lack of direct interaction between students and teachers. In second-generation DE, integrated multiple media permitted two-way communication between students and tutors, but not between students and the originators of learning materials. Thanks to technological advances, students in third-generation DE programs can engage in direct two-way communication with the teachers originating the instruction and, in many cases, they can also communicate directly with other students. The five most important media in education are as follows: human media, text or print (including still graphics), audio, television, and computing. All five media may be used in various one- and two-way technology applications in DE. When deciding which media and technologies to combine, DE program providers must consider the following issues: each technology's accessibility for learners and flexibility for the target group; each technology's cost structure and per-learner cost; the best technologies for supporting the types of learning and instructional approaches required; organizational requirements and barriers to be removed; each technology's novelty; and the speed with which courses using each technology can be mounted and revised. Widening access to education is the main consideration when selecting technology for DE. (MN)

ED 416 314 CE 075 643

Wang, Nina
Do Different Learning Strategies Affect Women and Men Differently in Their Learning?
PUB DATE- 98
NOTE- 17p.; For a related document, see ED 413 419.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Analysis of Covariance; *Cognitive Ability; *Cognitive Development; Females; Graduate Study; Higher Education; *Learning Strategies; Males; *Sex Differences; *Transfer of Training

A study used encapsulation and integration strategies to determine the effect of different learning strategies on transfer of learning. The instrument consisted of three forms with four parts each. Each form assessed a different learning strategy: encapsulation, integration, and the participant's own learning strategy. The functions for each of the four parts were knowledge acquisition prestrategy, practice learning strategy, knowledge acquisition post-strategy, and transfer of learning. Participants were 113 students from 8 intact graduate classes in the College of Education at a major southwestern university. Their ages ranged from 22-66 years. Two analyses of the following: (1) adults with a college education demonstrated higher levels of literacy skills than their counterparts with little or no college education; more than 70 percent of college graduates demonstrated moderate to high levels of literacy skills; (2) adults whose highest educational attainment was a GED credential or a high school diploma had the same average literacy skills, and about one-half of these adults demonstrated moderate to high levels of literacy skills; (3) among both college-educated adults and adults without college degrees, whites demonstrated higher average literacy skills than their African American and Hispanic counterparts in all three measures of literacy; and (4) among recent GED graduates, about 65 percent demonstrated moderate to high levels of literacy skills in prose and document tasks and nearly 57 percent performed at those levels in quantitative literacy. (KC)

ED 416 334 CE 075 733

Tests of General Educational Development. Bibliography.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Certification; Citations (References); Educational Attainment; Educational Certificates; *Educational Research; *Equivalency Tests; *High School Equivalency Programs; *Outcomes of Education; *Program Effectiveness; Scores; Test Norms
IDENTIFIERS- *General Educational Development Tests

This bibliography lists 549 references pertinent to the General Educational Development (GED) tests. Topics include the following: GED test outcomes, adult education, success predictions, teaching style and adult learning, college admissions practices, educational testing and measurement, economic impacts of earning a GED, job-seeking skills of GED graduates, academic performance of GED and high school graduates in college, correctional education, continuing education, community colleges, standards, economic returns, history of adult basic education, teaching methods, test taking strategies, and relationship of the GED to skills needed in the workplace. (KC)

ED 416 335 CE 075 734

Baldwin, Janet
What Is the Value of the GED? A Summary of Research. A GED Profile Research Report.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Certification; *Educational Attainment; Educational Certificates; *Equivalency Tests; *High School Equivalency Programs; *Outcomes of Education; Program Effectiveness; Scores; Test Norms
IDENTIFIERS- *General Educational Development Tests

A summary of a report on the value of the General Educational Development (GED) Tests prepared in 1994 for Congressional hearings on the reauthorization of vocational and adult education legislation includes the following highlights: (1) each year more than 750,000 adults (average age 26) take the GED tests and about 450,000 adults obtain high school involvement, writing letters, reading the newspaper and writing letters to the editor, questioning politicians, voting, and becoming knowledgeable about public affairs. Basic skills addressed include communication skills, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 12 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; role-play materials; and pre- and postassessments. (KC)

ED 416 353 CE 075 773

Kissam, Ed; Dorsey, Holda
Dealing with Stress. Tierra de Oportunidad Module 16. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 37p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; English (Second Language); Immigrants; Learning Modules; Lesson Plans; Literacy Education; *Quality of Working Life; *Stress Management; *Stress Variables
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on dealing with stress on the job and in daily life in the United States. Topics covered include the following: analyzing one's schedule and listing stressful times; applying four options for dealing with stress; practicing relaxation techniques; locating resources to assist with stress; working in teams; problem solving; and using information resources. Basic skills addressed include thinking skills, using resources, interpersonal skills, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of seven resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; role-play materials; and pre- and postassessments. (KC)

ED 416 354 CE 075 774

Kissam, Ed; Dorsey, Holda
Dealing with Taxes. Tierra de Oportunidad Module 17. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 37p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; English (Second Language); Immigrants; Learning Modules; Lesson Plans; Literacy Education; *Money Management;

362 postsecondary institutions in 14 states. Nearly 90% of those surveyed were under the age of 25. Compared to their counterparts under age 25, respondents aged 25 or older were more likely to have pursued a "general" program of high school study than a college prep program and more likely to recommend a college prep program rather than a vocational-technical program to others contemplating entering a postsecondary career-oriented institution. Approximately 6 in 10 respondents under age 25 and more than 8 in 10 over age 25 chose their current occupation while in high school. (Appended is a table detailing the responses of respondents below and above the age of 25 to the 33 survey items related to the "transition" process.) (MN)

ED 416 373 CE 075 843

Stanton, Geoff, Ed.; Richardson, William, Ed.
Qualifications for the Future: A Study of Tripartite and Other Divisions in Post-16 Education and Training.
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; Delivery Systems; *Education Work Relationship; Educational Needs; *Educational Policy; Educational Practices; Educational Trends; *Employment Qualifications; Foreign Countries; Government School Relationship; Labor Market; Postsecondary Education; Prevocational Education; Program Design; School Business Relationship; *School Choice; Technical Institutes; Vocational Education
IDENTIFIERS- General National Vocational Qualif (England); *National Vocational Qualifications (England); *United Kingdom

This document contains eight papers examining different aspects of categorization, divisions, and choice in further education (FE) that were commissioned during a study of tripartite pathways (for example, academic, vocational and applied) in education and training for 16-19 year olds in the United Kingdom. The following papers are included: "The Historical Perspective: Myths and Realities behind Tripartite Divisions in FE" (Bill Bailey); "The Consumer Perspective: Tripartism as a Response to Market Pressures" (Alison Wolf); "The Psychological Perspective: Tripartite and Other Divisions in Post-16" (Bryan Dockrell); "The Sociological Perspective: Post-compulsory Education Policy in Transition: From Crowther to Dearing and Beyond" (Denis Gleeson); "The Curriculum Perspective: Education and Training: The Prevocational Tradition" (Richard Pring); "The Employment Perspective: Stakeholders, Skills and Star Gazing: The Problematic Relationship between Education, Training, and the Labour Market" (Prue Huddleston, Lorna Unwin); "The International Perspective: Learning from International Comparisons" (David Parkes); and "Overview: Developing Qualifications for the Future" (Geoff Stanton). (Chapters contain references.) (MN)

ED 416 374 CE 075 844

Lockitt, Bill
Learning Styles: Into the Future.
PUB DATE- 97
NOTE- 81p.; A product of the Quality in Information and Learning Technology (QUILT) Program.
LANGUAGE- English

from school to careers and lifelong learning. School-to-work does not establish new programs; instead, it synthesizes existing models and programs to make systemic changes in the way youth are educated and prepared for work and life. Eight core elements have been identified as essential in building school-to-work systems: (1) opportunities for all youth; (2) a continuum of school-to-work elements in the core curriculum; (3) professional development; (4) exploration of all aspects of an industry; (5) employer and labor union involvement; (6) support for career majors; (7) establishment of substate structures; and (8) promotion of accountability. (This bulletin includes a brief explanation of each of the eight elements. Following each explanation is a state or local example of a school-to-work initiative that incorporates the system element. A list of contacts for each example ends the bulletin.) (KC)

ED 416 393 CE 075 868

Involving Community-Based Organizations in School-to-Work. Resource Bulletin.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Action; *Community Cooperation; *Community Organizations; *Education Work Relationship; Educational Resources; *Educational Trends; Inservice Teacher Education; Internship Programs; On the Job Training; Professional Development; *School Business Relationship; Secondary Education; Teacher Role; *Teaching Methods

Community-based organizations (CBOs) can help students gain a broad understanding of the relationship between education, work, and community. CBOs are frequently able to expand the scope of school-to-work by providing opportunities for young people to address community issues and by incorporating a unique youth perspective into the development of school-to-work opportunities. Potential roles for community-based organizations include the following: (1) helping create, implement, and manage the school-to-work system; (2) securing community involvement; (3) providing work-based learning; (4) serving at-risk and out-of-school youth; and (5) providing access to support services. Strategies for engaging CBOs are as follows: challenging assumptions, bringing all stakeholders to the table, taking a participatory approach to agreeing on goals and roles, building on existing partnerships, and taking time to build trust. Examples of effective practices include the Academy of Manufacturing and Engineering Technology in Minneapolis (Minnesota) and the Diploma Plus Program in several Massachusetts communities. (Resources listed include 12 organizations and 12 publications.) (KC)

ED 416 394 CE 075 869

School-to-Work and Professional Development for Teachers. Resource Bulletin.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Education Work Relationship; *Educational Trends; *Inservice Teacher Education; On the Job Training; *Professional Development; School Business Relationship;

with 57 women and 48 men and differs in the focus on the life stories. Each chapter opens with a general introduction summarizing research relevant to its focus. Each author states her personal views and experiences as they affect the interpretations she makes and then presents an overview of the themes identified from the interviews and illustrates them with representative quotes. Each chapter closes by relating the themes to the social learning theoretical framework. Chapters 2-13 are as follows: "Women Who Persisted in Their High School Aspirations for Careers in Science or Technology" (Helen S. Farmer); "Why Women Don't Persist in Their High School Science Career Aspirations" (Helen S. Farmer); "Persisters and Career Changers in Technical Careers: Are There Gender Differences?" (Susan Giurleo); "High-Achieving Women: Career Development Patterns" (Jana Reddin); "Gender Differences in Career Development" (Helen S. Farmer); "The Effects of Racial and Ethnic Discrimination on the Career Development of Minority Persons" (Joann Cohn); "Success in the Face of Adversity: Six Stories of Minority Career Achievement" (Kirsten Peterson); "The Career Development of Children of Immigrants" (Veronica Lugris); "Socioeconomic Leaps: Achievement in the Next Generation" (Amy Carter); "Career Development of Rural Women and Men: Different Priorities" (Rebecca L. Conrad); "Career Development in the Context of Family Experiences" (Janice H. Altman); and "Work and Family Roles: Finding a New Equilibrium" (Lenore M. Tipping). The last two chapters are "Career Counseling for the Next Decade and the Twenty-First Century" (Helen S. Farmer) and "Future Directions for Research on Women's Career Development" (Helen S. Farmer). Appendixes contain the following: characteristics of participants in 1980; school characteristics; interview protocol; analysis themes; 227 references; index of study participants; and index of authors and subjects. (YLB)

ED 416 412 CE 075 944

Albelda, Randy; Tilly, Chris
Glass Ceilings and Bottomless Pits: Women's Work, Women's Poverty.
PUB DATE- 97
NOTE- 221p.; "With an appendix by Dorothy K. Seavey"
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Economically Disadvantaged; *Employed Women; *Equal Opportunities (Jobs); Feminization of Poverty; *Labor Market; Mothers; One Parent Family; *Poverty; Public Policy; Salary Wage Differentials; Sex Discrimination; Sex Fairness; *Socioeconomic Status; Tables (Data); *Welfare Recipients; Welfare Services
IDENTIFIERS- *Welfare Reform

This book, through a review of the status of working women on bottom and on the top, refutes a set of myths about women, work, and poverty that have shaped welfare reform. Chapter 1 highlights the big changes affecting women in the U.S. economy. Chapter 2 describes who is poor in the United States and examines how poverty has come to be defined. Chapter 3 puts wealth and poverty back in a family context, describing the different types of families and tracing their economic fortunes. Chapter 4 examines why women do so much worse, in terms of access and earnings, than men in the work force. Chapter 5 zeros in on the forces that trap so many single mothers in poverty. Chapter 6 highlights the ineffectiveness of U.S. policies in eliminating poverty by surveying a long history of misguided theories and unsuccessful programs up positive behavior all around and improved specifically in areas like walking in the hall between classes and dressing for Physical Education class. Awards were given for certain other successes. Students and teachers both perceived the program favorably and claimed to benefit from it. (EMK)

ED 416 430 CG 028 341

Tashjian, Christene A.; Silvia, E. Suyapa; Thorne, Judy
School-Based Drug Prevention Programs: A Longitudinal Study in Selected School Districts. Local Education Agency Cross-Site Analysis. Final Report.
SPONS. AGENCY- Office of Consumer's Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 62p.; For related documents, see CG 028 342-345.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Education; Children; *Curriculum Evaluation; *Drug Education; *Drug Legislation; Elementary Secondary Education; Intervention; Longitudinal Studies; Needs Assessment; *Prevention; Program Effectiveness; Program Evaluation; Substance Abuse
IDENTIFIERS- Drug Free Schools and Communities Act 1986

Establishing school-based drug prevention programs was the aim of the Drug-Free Schools and Communities Act of 1986 (DFSCA). The extent to which DFSCA-funded programs made a difference in helping states and localities prevent or reduce drug use and some of the effective prevention strategies and programs for use with school-aged youth are examined in this report. Site visits were made to 19 participating school districts to determine: (1) rationale for the adoption or use of chosen program components; (2) content, organization, and delivery of the prevention program; (3) types of evaluations the programs had conducted; and (4) the extent to which districts/schools were able to implement program activities as planned, and why. Key findings are presented under the headings of "Program Content," "Program Staffing", and "Evaluation." Overall, DFSCA was successful in encouraging these school districts to establish or expand their school-based prevention programs. Content and quality of the efforts varied. Factors that facilitated implementation, barriers to achieving full implementation, and needs for technical assistance are discussed. Attachments include DFSCA as amended in 1989 and a list of "Prevention Specific Curricula" used by the districts under review. (EMK)

ED 416 431 CG 028 342

Silvia, E. Suyapa; Thorne, Judy
School-Based Drug Prevention Programs: A Longitudinal Study in Selected School Districts. Final Report. Executive Summary.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 33p.; For the full report, see CG 028 344. For related documents, see CG 028 341, 343, and 345.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Abuse; Children; Drinking; *Drug Education; Elementary School Students; *Elementary Secondary Education; *Longitudinal Studies; Outcomes of

recommendations includes the following: Reading Recovery should continue to instruct at-risk children; teachers of low-achieving students should raise their standards and level of expectation for all students; and teachers should encourage and praise all children in their effort to make reading an enjoyable and rewarding experience. Recommendations for further research include: a large sample/population; experimental study; and improved research which includes random sampling. (Contains 14 references and a table of data.) (RS)

ED 416 449 CS 013 047

Johnson, Holly; Freedman, Lauren; Taylor, Monica; Fallona, Catherine
The Subject/Object Dilemma in Gender and Literacy Research: Self Disclosure and Its Analysis.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experimenter Characteristics; *Feminism; Higher Education; Participant Observation; *Research Methodology
IDENTIFIERS- *Feminist Scholarship; Gender Issues; *Researcher Subject Relationship; Subjective Evaluation; Subjectivity

Analysis has become especially challenging as researchers become more aware of their positions as subjective participants as well as analysts of their own research projects. Four female researchers involved in a study of gender and literacy analyzed their own disclosures from the recent past, and found the concepts of subjectivity, transaction, objectivity, and reflexivity to be key issues in their struggles to be honest with the data and with themselves. The researchers' desires to understand has directed each of them to the literature on research methodology, yet they continue in their struggles to apply theories of subjectivity that focus on the stories of others to their situation of analyzing their own personal texts. The researchers need to allow themselves a critical space in which to question the researchers they are in relation to the participants they once were (and perhaps still are). As they acknowledge this ambiguity and this space, they may be able to identify with themselves without losing the subjectivity they desire and claim. Still, they question whether a researcher committed to feminist methodology can balance the dual roles of researcher critically analyzing her own disclosures as a study participant. While it is important for them to view their analysis as involving a subject/subject focus, it is also necessary to understand the self/other relationship inherent in the researchers' work as both readers and writers. Even after their divergent and passionate discussions and stances about their own responsibilities and obligations in this project, the researchers are still left questioning whether they have fulfilled their moral obligation and ethical responsibility as to how they position themselves. (Contains 17 references.) (RS)

ED 416 450 CS 013 048

Giddings, Louise R.
Early Field Placement in Education Programs.
PUB DATE- 98

Research/Technical (143)
DESCRIPTORS- Instructional Effectiveness; *Learning Disabilities; Primary Education; *Reading Comprehension; *Reading Improvement; Reading Research; *Story Grammar; Student Empowerment; Written Language
IDENTIFIERS- Direct Instruction; *Retelling; *Story Frames

Reading is the foundation for literacy and comprehension is the foundation for education. Many learning disabled students struggle to understand what they have read and many instructional approaches in small group settings focus on decoding rather than on comprehension. Employing a dual strategic approach to facilitate comprehension enables students to become more effective readers. Direct instruction of story grammar incorporated with retelling techniques allows students to identify major story elements while strengthening oral language skills. This strategy was reinforced through story framing which was modeled and practiced with 10 learning disabled students (ranging in age from 6 to 7 and ranging in ability from beginning first grade to beginning second grade reading levels) to improve their written language ability and ultimately increase their comprehension. By empowering students through instruction that is strategic in nature, learning disabled students will likely meet with greater reading success. (Contains 25 references and 2 tables of data; an appendix contains 4 tables of data.) (Author/RS)

ED 416 470 CS 013 098

Minichiello-Schmidt, Katherine
Reading Aloud.
PUB DATE- 98
NOTE- 49p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Comparative Analysis; High Schools; *Instructional Effectiveness; *Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; Reading Research; *Silent Reading
IDENTIFIERS- Reading Behavior

A study hypothesized that auditory input does not increase the comprehension of students. Forty Basic Skills English students in a suburban high school were identified for this study. They were grouped according to class section and assigned randomly to treatments. Two of the sections read narrative and persuasive/argument texts silently and were required to answer related main idea, detail and inference questions. The two remaining sections were read aloud to, using the same passages and the same questions. A comparison of the number of correct responses was then made between those students who were read aloud to and those who read to themselves to determine the level of comprehension of the students under each treatment. It was concluded that reading silently is more advantageous for secondary students than reading aloud to them. (Contains 36 references and a table of data; an appendix presents 4 practice tests and a table of raw data. (Author/RS)

ED 416 471 CS 216 122

Strategies for Improving Language across the Curriculum: Ideas and Activities for Every Classroom. Series of Caribbean Volunteer Publications, No. 14.
PUB DATE- 94

ED 416 488 CS 216 193

Compora, Daniel P.
Apocalyptic Fiction: Dealing with the End of the World in the Classroom.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Higher Education; Literary Devices; *Literary Genres; *Literature Appreciation; Reading Material Selection; *Science Fiction; Secondary Education
IDENTIFIERS- *Apocalypticism; Contemporary Literature; Theme (Literary)

The end of the world, or civilization, is probably one of humankind's most horrifying fears. The apocalypse has been explored by many writers, and the decision to include this type of literature in a curriculum depends on how the situation is presented and resolved. The work should offer some solution and hope. Two recent works of apocalyptic fiction in the fantasy genre are Stephen King's "The Stand" and Frank Herbert's "The White Plague." Both novels avoid the modern cliche of global nuclear war and depict a gradual end of the world brought about by failures of government. While King's novel has mystical elements, Herbert uses a scientific approach to the apocalypse. Both novels, however, present some form of return to the basic values that died along with a vast percentage of the population. Both deal with the impending end of the world, as opposed to complete obliteration, thus giving the reader hope for a reformation of society. Other fears presented are a fear of science, a fear of chaos, a fear of evil, and a fear of things beyond human control. By reading these two novels, students may develop a "need" to stay informed as to what their society and government are heading toward. Apocalyptic fiction allows the reader to examine isolation, desperation, and frustration within society without having to encounter them in the real world. Apocalyptic fiction serves up moral and societal questions that students can ponder in a safe context. (Contains seven references.) (NKA)

ED 416 489 CS 216 196

Porter, Carol, Comp.
Trends and Issues in English Instruction, 1998 Summaries of Informal Annual Discussions of the Commissions.
PUB DATE- 98
NOTE- 8p.; For 1997's summaries, see ED 404 655.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Educational Trends; Elementary Secondary Education; English Instruction; Higher Education; *Language Arts; Literature Appreciation; Mass Media Role; Metalinguistics; *Professional Development; *Reading Instruction; Secondary Education; *Student Evaluation; *Writing Instruction
IDENTIFIERS- Educational Issues; *Media Education; Multicultural Materials; National Council of Teachers of English

Information on current trends and issues informally discussed and then delineated by the directors of six National Council of Teachers of English commissions, is presented in this 15th annual report. The commissions and their directors are: (1)

selected literature includes reading with a critical eye, isolating the mental symbols that clearly define character intention or motivation, and a classroom performance blueprint that encourages creative self-expression. (CR)

ED 416 510   CS 509 698

Napoli, Philip M.; Powers, Gerald
The Writing Activities of Public Relations Professionals: An Assessment for Curriculum Design and Adjustment.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Curriculum Research; Higher Education; Occupational Surveys; *Public Relations; Technical Writing; Writing Assignments; Writing Research; *Writing Skills
IDENTIFIERS- Practitioners; Professional Writing; *Writing Contexts; *Writing Tasks

Public relations writing curricula must accurately reflect the writing responsibilities of public relations (PR) practitioners. This study provides descriptive information on the types of writing tasks conducted by PR practitioners. The study also investigates whether the type of writing and overall time spent writing vary with years of experience. Survey results from 200 public relations practitioners indicate that, for the most part, the nature and quantity of writing tasks does not vary substantially with years of experience. The percentage of the day spent writing, however, does decline with experience, indicating that higher levels of writing efficiency come with writing experience. Findings suggest that curriculum emphasis needs to be configured to reflect the prominence of pitch letter writing, news story writing, and basic letter and memo writing. (Contains four tables of data and 13 references.) (Author/CR)

ED 416 511   CS 509 699

Karasz, Hilary N.; Reynolds, Paula; Wall, Melissa A.
New Models for Teaching Assistants: The Research Mentor Project.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Innovation; Graduate Students; Higher Education; *Mentors; Modeling (Psychology); *Research Skills; Student Participation; *Teaching Assistants; Undergraduate Students
IDENTIFIERS- Program Modification; *University of Washington

This paper describes the University of Washington School of Communication's project to redesign the graduate student teaching assistant position into a new "research mentor" role. This new position emphasizes undergraduate acquisition of research skills, where students are guided through the research process by graduate students who serve as role models and instructors. The conceptualization and evolution of the role is detailed, and implementation guidelines are provided for departments that wish to initiate similar projects. Contains six references. (Author) confound the learning process. To determine how well teachers listen and what their preferences might be, more than 300 Arkansas educators (predominantly female public high school teachers) provided data about listening effectiveness and personality preferences. Data indicated that the representative sample from the collegiate and pre-collegiate arenas, public and non-public, listened equally well--exceeding national norms. Questions were raised as to whether their performance matched their preferences and what their interaction potential was with students different from themselves. (Contains 29 references, 4 tables, and a figure of data.) (Author/RS)

ED 416 532   CS 509 728

Glenn, Phillip J.; Koschmann, Timothy; Conlee, Melinda
Theory Presentation and Assessment in a Problem-Based Learning Group.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Discourse Analysis; *Group Dynamics; Higher Education; *Interpersonal Communication; Medical Education; *Thinking Skills
IDENTIFIERS- Conversational Analysis; Learning Environment; *Problem Based Learning

A study used conversational analysis to examine the reasoning students use in a Problem-Based Learning (PBL) environment as they formulate a theory (in medical contexts, a diagnosis) which accounts for evidence (medical history and symptoms). A videotaped group interaction was analyzed and transcribed. In the segment of interaction examined, the participants considered a theory presented by "Betty," discussed the location of the hippocampus, entertained another theory from Betty, attempted to distinguish a stroke from a transient ischemic attack, and discussed the compatibility of symptoms with Betty's explanations. Betty presented "her" two theories as products of her individual reasoning. However, the "processing" of the theories (including such actions as agreeing, disagreeing, questioning, and modifying) was thoroughly interactional. Findings illustrate the possibilities of close description of PBL interaction and demonstrate conversation analytic description and reasoning. (Contains 18 references.) (RS)

ED 416 533   CS 509 729

Sallot, Lynne M.; Cameron, Glen T.; Lariscy, Ruth Ann Weaver
Professional Standards in Public Relations: A Survey of Educators.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; National Surveys; *Public Relations; Questionnaires; School Surveys; *Standards
IDENTIFIERS- *Educators; Practitioners; *Professional Concerns

PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Communication Problems; *Cultural Context; Higher Education; *Males; *Sex Role; *Sex Stereotypes; Student Attitudes
IDENTIFIERS- *Communication Behavior; Men Are from Mars Women Are from Venus; Power; Research Summaries

This paper summarizes seven "truths" imparted about male sex traits and sex-role stereotypes that stem from extant research reflecting primarily a dual-culture perspective. The paper includes relevant research findings and insights from male students that suggest that some of the conclusions about men's communication should be revisited. The presumed truths are: (1) men listen for facts and not feelings; (2) women are presumed to be the intimacy experts; (3) male friendships are rooted in sharing activities while female friendships are rooted in dialogue; (4) assumptions about men's self-disclosure and friendships are based, in part, on what men talk about; (5) when sexual harassment on college campuses is addressed, the focus tends to be on women as victims because of their presumed powerlessness in the professor/student relationship; (6) male students are told of the enormous benefits that will accrue to those who share equally in the household and childcare responsibilities; and (7) men wield the power in society. The conclusions are that teachers need to scrutinize the "truths" imparted to students and identify the male populations being taught and the point in their lives at which educators encounter them. Contains 33 references. (NKA)

ED 416 553 CS 509 752

Shaw, Charla L. Markham
Customer Satisfaction: Communication Training and the Help-Desk Hot-Line.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Higher Education; *Hotlines (Public); *Information Centers; *Information Services; Problem Solving; Productivity; *Professional Training; Program Effectiveness; *User Satisfaction (Information)
IDENTIFIERS- *Customer Satisfaction

A study examined the impact of a communication training program on the productivity ratings and end-user satisfaction ratings of User Support Professionals (USPs). Subjects, 30 USPs whose training level qualified them to respond to problem solving calls received by a large centralized Help-desk facility located in the southwestern part of the United States, were randomly assigned to the experimental group or the control

From Schoolhouse to Statehouse--Re:Learning 1988-1995. State Leadership for Learning.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Politics of Education; Program Descriptions; *Program Effectiveness; School Restructuring

In 1988, the Education Commission of the States and Coalition of Essential Schools joined forces to create Re:Learning, which aimed to change the education system and bring about improved learning for all students. This report describes the development and implementation of the program and focuses on program influences on student achievement and policymaking. Identified on the various forces working for and against the success of such initiatives at the state, district, and school levels. The obstacles at the state and local levels, such as a disjointed policy environment, unstable funding, turnover in political leadership, and a lack of understanding and support from important constituencies are also discussed. The program has spread, growing from 56 schools in 1988 to 935 schools in 1995, registering an impact that ranged from higher expectations for students to shared decision making in the educational community. Teachers and principals reported lower absenteeism and higher graduation rates; schools that redesigned curriculum around the program's principles declared gains in students' test scores. Educational policy was likewise affected, with a shift toward greater flexibility for restructuring schools and other innovative measures. Contains 12 references. (RJM)

ED 416 573 EA 028 893

Miller, Barbara, Ed.; Kantrov, Ilene, Ed.
Casebook on School Reform.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Method (Teaching Technique); Change Strategies; *Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Politics of Education; School Restructuring

Casebooks are becoming an increasingly popular format within education for structuring conversations around challenging issues. Although most education cases provide simple snapshots of classroom interactions, the cases provided in this text focus on some of the challenges faced by educators and communities intent upon reforming entire schools and districts. It tries to offer educators ways to analyze and reflect on the issues of school reform as these issues emerge in particular settings. The book also focuses on different aspects of school reform, asking such questions as "What is the nature of collegiality that supports reform?" and "How is consensus for reform built across the school and larger community?" The cases provided here--all fictionalized accounts of events--were literature; (7) religious excusals; (8) released time; (9) teaching values; (10) student garb; and (11) provisions of the Equal Access Act. A list of eight associations and groups that can answer questions on religious expression in public schools is appended. (MLF)

ED 416 592 EC 306 140

Wormsley, Diane P., Ed.; D'Andrea, Frances Mary, Ed.
Instructional Strategies for Braille Literacy.
PUB DATE- 97
NOTE- 472p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Information; *Blindness; *Braille; Elementary Secondary Education; Emergent Literacy; Evaluation Methods; Instructional Materials; Limited English Speaking; *Literacy Education; Reading Instruction; Student Evaluation; *Teaching Methods; Technology; *Visual Impairments; Writing Instruction

This collection of readings is intended to provide teachers of children who are blind or visually impaired with guidelines and strategies for teaching the reading and writing of braille. The eight chapters are: (1) "Braille as the Primary Literacy Medium: General Guidelines and Strategies" (Diane P. Wormsley); (2) "Fostering Emergent Literacy" (Wormsley); (3) "Learning To Read, Reading To Learn: Teaching Braille Reading and Writing" (Wormsley); (4) "Making the Transition from Print to Braille" (Frances Mary D'Andrea); (5) "Teaching Braille to Students with Special Needs" (D'Andrea); (6) "Teaching Braille Reading and Writing to Students Who Speak English as a Second Language" (Madeline Milian); (7) "Assessing the Literacy Skills of Student Who Are Blind or Visually Impaired" (Carol Ann Layton); and (8) "Access to Information: Technology and Braille" (D'Andrea and Kitch Barnicle). Individual chapters usually include appendices containing relevant forms and other resources. Included are reprints of seven articles on determining the appropriate reading medium, developing a Braille club, teaching specific concepts to visually handicapped students, the experiences of a mother and her blind child with reading, an integrated literacy curriculum with beginning braille readers, a process approach to teaching braille, and teaching braille to students with low vision. An extensive resource section lists books, magazines, braille curriculum materials, teaching materials, braille transcription services, and assessment materials. It also lists resources for teaching braille to students who are bilingual or learning English as a second language, national organizations, and technology resources. (Individual chapters contain references.) (DB)

ED 416 593 EC 306 141

Janover, Caroline
Zipper, The Kid with ADHD.
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

of school districts reported they utilize behavior rating scales/checklists in identifying children with ADHD. Ritalin was taken by ADHD students in all districts. Other medications reported as commonly used included Cylert, Dexedrine, Tofranil, Norpramin, and Adderall. Respondents indicated that drug administrations are most often supervised by nurses or nursing personnel (45.3 percent), although 32 percent of districts reported that "multiple" dispensers are responsible for delivery of prescription drugs. Behavior modification techniques were identified as the most frequently used supplement to medication (67.9 percent) and medical evaluations as the typical first step in the evaluation process (52.1 percent). However, only 64 percent of districts reported using a physician's report in arriving at a diagnosis of ADHD. (Contains 40 references.) (DB)

ED 416 611 EC 306 161

Wearden, Dorothy
The Development of a Comprehensive Approach to Special Education in Anguilla. Series of Caribbean Volunteer Publications, No. 20.
PUB DATE- 96
NOTE- 118p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blindness; Deafness; Developing Nations; *Disabilities; Educational Practices; Elementary Secondary Education; Foreign Countries; Hearing Impairments; Program Development; Remedial Instruction; *Special Education; *Special Education Teachers; *Volunteers
IDENTIFIERS- *British West Indies (Anguilla)

This report describes special education in Anguilla (British West Indies) and in particular the work of one volunteer special needs teacher with the Voluntary Services Overseas (VSO) British charity. Introductory material describes the island's demography and reviews major facts of the island's primary and secondary education system. The work of the VSO teacher is then detailed for four areas: (1) working with mainstream teachers on remediation and prevention of reading failure; (2) developing a draft policy proposal for development of special education; (3) working directly with deaf pupils and assessing hearing; and (4) working with a blind pupil plus vision assessment. Results of working in each of these areas are discussed and specific recommendations are offered. General recommendations are also given concerning the special education system and structures currently in place and their effectiveness. Major recommendations include establishing a Coordinator for Special Education and appointment of an educational psychologist (who might also serve as the Special Education Coordinator), and emphasizing reading improvement to counter the very high percentage of students underachieving in this area. Appendices include lists of available instructional materials, sample forms, outlines of referral processes, and a draft policy proposal. (DB)

ED 416 612 EC 306 162

Thomas, Gary
Exam Performance in Special Schools.
PUB DATE- 97
NOTE- 28p.

This study surveyed special education teachers teaching eighth and ninth grade students in 27 Minnesota school districts to determine how decisions were made on the inclusion of children with disabilities in the 1997 administration of Minnesota's Basic Standards Test and what accommodations were provided and desired. Analysis of the 259 responses found 67 percent indicated that IEP (Individualized Education Program) teams were making the participation decisions and an equal percentage reported that they considered the decision-making process adequate. Concerning the influence of specific factors on the decision, the two most influential factors were severity of the student's disability and stress on the child. Accommodations used most often were timing/scheduling and setting accommodations, particularly allowing extended time, small group administration, separate room administration, and frequent breaks. The most frequent presentation accommodation was repeating directions and the most frequent response accommodation was allowing answering in the test booklet. Teachers also identified potentially useful instructional strategies or supports currently used in their classrooms which could be beneficial as testing accommodations. These included reducing the number of items, highlighting key points, giving the students models of correctly completed work, interpretation of directions, and extending sessions over several days. The survey form is appended. (DB)

ED 416 630   EC 306 181

Spicuzza, Richard; Erickson, Ron; Thurlow, Martha; Ruhland, Aaron
Input from the Field on the Participation of Students with Limited English Proficiency and Students with Disabilities in Meeting the High Standards of Minnesota's Profile of Learning. State Assessment Series: Minnesota Report 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Achievement Tests; Administrator Attitudes; *Disabilities; Educational Assessment; Elementary Secondary Education; Focus Groups; *Limited English Speaking; *Minimum Competency Testing; Performance Tests; Program Implementation; State Standards; Student Educational Objectives; Student Evaluation; *Student Participation; Teacher Attitudes
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

This study examined issues concerned with the participation of students with disabilities or with Limited English Proficiency (LEP) in Minnesota's Profile of Learning, a taxonomy of learning expectations covering 13 different curricular areas across four different developmental levels (grades 3, 5, 8, and graduation level). Representatives (teachers and administrators) from 24 pilot sites across Minnesota participated in focus groups and 22 participants responded to a survey concerning participation of these students in the classroom performance tasks developed to evaluate these standards. Analysis of responses indicated: (1) nine reported having introduced the Profile of Learning to students with disabilities or LEP students; (2) many respondents indicated a need for accommodations or modifications such as making tasks easier, modifying the scoring system, and allowing extended time; (3) nine respondents thought accommodated packages should

Arc Q & A.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Rearing; Compliance (Legal); Eligibility; *Estate Planning; Federal Legislation; *Financial Support; Long Range Planning; *Mental Retardation; Parent Role; *Trusts (Financial)
IDENTIFIERS- *Medicaid; *Supplemental Security Income Program

This fact sheet uses a question-and-answer format to summarize information on estate planning and trusts for parents of a child with mental retardation. Questions and answers address the following topics: the importance of careful financial planning for someone with mental retardation; how inheritances affect the child's eligibility for Medicaid-funded services and Supplemental Security Income (SSI); use of a trust to ensure a son or daughter's financial security without jeopardizing the individual's SSI and related benefits; types of trusts that are commonly used for this type of planning; the "master cooperative trust"; the process of setting up a trust (testamentary and inter vivos); and new legislation allowing preservation of a child's eligibility for SSI or Medicaid if the child has already received an inheritance. (DB)

ED 416 650 EC 306 209

Berkobien, Rick
Future Planning: Guardianship and People with Mental Retardation. The Arc Q & A.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); *Decision Making; *Legal Responsibility; *Long Range Planning; *Mental Retardation; Parent Responsibility
IDENTIFIERS- *Guardianship

This fact sheet uses a question-and-answer format to summarize information for parents of a child with mental retardation on planning for guardianship. Questions and answers address the following topics: what guardianship is; deciding whether a son or daughter needs guardianship; different types of guardianship (guardian of the person or property, full guardianship, limited guardianship, and temporary guardianship); what a public guardian is; and what corporate guardianship is. (DB)

ED 416 651 EC 306 210

Reynolds, Leigh Ann
People with Mental Retardation & Sexual Abuse. The Arc Q & A.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Patterns; Child Abuse; *Incidence; Intervention; Legal Responsibility; *Mental Retardation; *Prevention; *Sexual Abuse; *Symptoms (Individual Disorders);

verbs. Subjects were 36 university students, undergraduates and graduates fluent in American English. In each experiment, the length of ambiguous NP was independently varied by the presence or absence of a following modifier. Results of both experiments support the filtering view; when readers encountered ambiguous NPs, they minimally attached the ambiguous NPs as NP complements and later used verb information to evaluate and possibly filter this analysis. Contains 28 references. (MSE)

ED 416 670 FL 024 623

Pavlos, Pavlou
Racial Epithets and Other Labels: Their Social Meaning and EFL Students' Awareness.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of the Greek Applied Linguistics Association 11th International Conference on the "Sociolinguistic Dimension in the Teaching and Learning of Modern Languages" (Volos, Greece, December 20-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Cultural Awareness; Cultural Context; *English (Second Language); Ethnic Stereotypes; Higher Education; *Interpersonal Communication; Language Research; Language Usage; Questionnaires; *Racial Bias; *Racial Identification; Second Language Learning; *Sociocultural Patterns; Student Attitudes; *Vocabulary Development

A study assessed the awareness of English-as-a-Foreign- Language (EFL) learners concerning a set of English lexical items referring to racial or ethnic heritage, and examined how this awareness might predict the learner's linguistic behavior. Subjects were 40 university students of varying linguistic background enrolled in beginning and advanced EFL classes, who completed a questionnaire concerning (1) basic familiarity with each term, (2) which terms were part of the student's active lexical repertoire, and (3) degree of awareness of the sociocultural, affective meaning of the terms. In general, subjects reported familiarity with most terms, but some reported lack of familiarity with a term and later provided judgments about its relative negativeness. In some cases, students were unaware that some labels are highly emotionally loaded. It is recommended that EFL students be explicitly taught all or some of the terms, with two qualifications: regional differences in usage may exist, and distinctions must be made between in-group and outsider use. Contains five references. (MSE)

ED 416 671 FL 024 784

Zentella, Ana Celia
The "Chiquitafication" of U.S. Latinos and Their Languages, OR Why We Need an Anthropolitical Linguistics.
PUB DATE- 95
NOTE- 20p.; In: SALSA III: Proceedings of a Symposium on Language and Society (Austin, TX, April 5-7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Diachronic Linguistics; English (Second Language); *Hispanic Americans; Language Maintenance; *Language Patterns; Language Research; *Language Role;

integration of special education students into general education classes and/or school-wide activities, and how students benefit from this process. Mainstreaming is based on the concept that children should be educated in the least restrictive environment to meet their needs best. This guide describes how academic and non-academic mainstreaming work, the objectives of the approach, benefits for both general education and special education students, the role of general education in mainstreaming through both academic and non-academic activities, how the program is planned, implemented, and monitored by the mainstreaming committee, and the role of the parent or guardian in the student's learning process. A number of commonly-asked questions are also answered. (MSE)

ED 416 691 FL 025 096

Informational Booklet on Mainstreaming for Parents of Bilingual Students. Haitian Creole/English Edition = Enfomasyon sou "Mainstreaming" pou Paran Elev Bileng.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English; Haitian Creole
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; Classroom Environment; Educational Benefits; Educational Objectives; Elementary Secondary Education; *English (Second Language); *Haitian Creole; *Limited English Speaking; *Mainstreaming; Parent Role; Program Design; Scheduling; *Special Education; *Student Placement
IDENTIFIERS- New York City Board of Education

This guide, in both English and Haitian Creole, is intended for parents and guardians of children participating in bilingual or monolingual English-medium general education or bilingual special education programs in the New York City public schools. It provides general information about mainstreaming, the integration of special education students into general education classes and/or school-wide activities, and how students benefit from this process. Mainstreaming is based on the concept that children should be educated in the least restrictive environment to meet their needs best. This guide describes how academic and non-academic mainstreaming work, the objectives of the approach, benefits for both general education and special education students, the role of general education in mainstreaming through both academic and non-academic activities, how the program is planned, implemented, and monitored by the mainstreaming committee, and the role of the parent or guardian in the student's learning process. A number of commonly-asked questions are also answered. (MSE)

ED 416 692 FL 025 097

Informational Booklet on Mainstreaming for Parents of Bilingual Students. Spanish/English Edition = Folleto Informativo Sobre "Mainstreaming" Part Padres De Estudiantes Bilingues.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English; Spanish

IDENTIFIERS- Koreans; South Korea

A study investigated linguistic, rhetorical, and strategic variables of the writing processes and products of 3 groups of graduate and undergraduate students: 28 native English-speaking Americans; 28 Koreans studying in the United States; and 90 Korean students in Korea. The last two groups were learners of English as a Second Language (ESL). Data were drawn from persuasive writing assignments, follow-up questionnaires about the writing process, and writing background and attitude surveys. Writing samples were analyzed for 10 linguistic variables (length variables, cohesion variables, discourse markers), 13 rhetorical variables (coherence variables, openings, closings, rhetorical questions, reader inclusion, counterarguments), and 12 strategic variables (outline, revision, writing confidence, writing attention, discourse knowledge use, audience awareness). Results indicate significant differences in process and product variables between native and non-native advanced writers and between non-native advanced and basic writers, which were significant predictors of writing quality. These variables were distributed across linguistic, rhetorical, and strategic categories suggesting that writing quality depends on all three groups of variables. Implications for ESL writing instruction are drawn. Contains 34 references. (MSE)

ED 416 712 FL 025 210

Moore, Zena T.; Bresslau, Barbara
An Investigation of the Effectiveness of Foreign Language Training Programs for TAs: An Exploratory Study.
PUB DATE- 96
NOTE- 18p.; For related document, see FL 025 207.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *College Second Language Programs; Feedback; Graduate Students; Higher Education; *Language Teachers; Methods Courses; Program Effectiveness; Second Language Instruction; Second Language Learning; Second Language Programs; Student Attitudes; Supervision; Teacher Education; *Teaching Assistants
IDENTIFIERS- *University of Texas Austin

A study investigated the effectiveness of training programs for teaching assistants (TAs) in language courses at the University of Texas at Austin. The programs provided for these students, offered through various language departments, are designed to introduce the most important teaching methodologies and provide opportunities for TAs to gain teaching experience under close supervision. A survey of 33 TAs elicited biographical information, responses to the training, and perceptions of the characteristics of effective teaching. Results indicated an overall awareness among TAs of the importance of teacher training, and most agreed the programs did provide some training and gave necessary theoretical background and tools to understand their assignments. However, many wanted a more practical approach to teacher training, including more observation and feedback. Based on these findings and previous research, characteristics of an effective training program for language department TAs are outlined, and the importance of training is underlined. Contains 37 references. (MSE)

ED 416 713 FL 025 211

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accrediting Agencies; Budgeting; College Instruction; College Planning; *Colleges; *Evaluation Methods; Evaluation Utilization; Faculty Promotion; Graduate Study; Higher Education; *Institutional Evaluation; Program Evaluation; Undergraduate Study; *Universities
IDENTIFIERS- *North Central Association of Colleges and Schools

This paper outlines the changing assessment requirements of the North Central Association of Colleges and Schools (NCA) in regard to undergraduate and graduate education. It notes that although the NCA initiative on assessment has been in place since 1989, institutions are at various stages in their development and implementation of assessment plans and programs. Assessment activities are expected to evaluate learning outcomes in the general education component of programs, in the major, and in graduate and professional education programs. In recent years the NCA has required evidence of the use of assessment data in making improvements in learning and instruction; also, assessment data is expected to contribute to decision making, curriculum revisions, faculty development, improvement of faculty teaching, improvement of student learning, and to have a role in planning, budgeting, and faculty rewards. Overall, institutions are expected to have in place policies and procedures that make assessment "count". Suggestions are included for helping institutions use the assessment process to improve learning, program review, planning, and budgeting. (Contains 14 references.) (MDM)

ED 416 733 HE 030 779

Khanna, Devki, Comp.; McCormick, Marcia, Comp.
Colleges and Universities. Education Digest, 1996-97.
PUB DATE- 97
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; *College Faculty; Community Colleges; *Degrees (Academic); *Educational Finance; *Enrollment; Enrollment Trends; *Fees; *Higher Education; In State Students; Out of State Students; Private Colleges; Public Colleges; Racial Differences; Sex Differences; State Universities; Tables (Data); Theological Education; Tuition
IDENTIFIERS- *Pennsylvania

This report provides statistical data on higher education in Pennsylvania in 1996-97. Thirty-four tables and 8 figures provide data on basic student charges (including data on tuition, room and board, in-state versus out-of-state charges, and average annual increases 1987-88 through 1996-97); fall enrollments (including data by institution, age, sex, institutional category, and student level); residence of students; degrees conferred (including data by institutional category, race, sex, major, level of program, and for 1986-87 through 1995-96); faculty and staff (including data on average salaries, tenure status, and salary increases from 1987-88 through 1996-97); and finance (including data on revenues and expenditures by source and institution for 1995-96 and 1991-92 through 1995-96). Three appendixes include a glossary, notes on sources, and a list of nonrespondents. (MDM)

ED 416 734 HE 030 780

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; *Classroom Environment; College Juniors; College Seniors; *College Students; Education Majors; Engineering Education; Females; Higher Education; Intellectual Disciplines; *Majors (Students); Males; *Nontraditional Occupations; Nursing; Sex Differences; Sex Discrimination; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *ASHE Annual Meeting

This study examined the possibility that not only women but also men, face a chilly classroom climate when they are students in a major that is considered nontraditional for their gender. Male and female junior and senior students (total n=426) majoring in accounting, education, engineering, or nursing at one university responded to the College Classroom Climate Survey. Analysis of variance was used to examine the relationships between the independent variables of gender and academic discipline and the interaction of gender and academic discipline and the dependent variable of perception of classroom climate. Findings indicated that, regardless of their gender, students in these majors did not perceive the climate to be "chilly." However, there was a difference in perception of classroom climate as a function of major. Specifically, both education and nursing students perceived a "warmer" classroom climate than accounting and engineering students. The pattern was the same for both males and females since there was no interaction of gender and academic discipline. (Contains 20 references.) (Author/DB)

ED 416 754 HE 031 000

Mortenson, Thomas G., Ed.
Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1997.
PUB DATE- 97
NOTE- 235p.; For 1996 report, see ED 404 932.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Persistence; *College Students; Education Work Relationship; *Educational Opportunities; Elementary Secondary Education; Employment Statistics; Ethnic Groups; Financial Policy; Higher Education; Institutional Characteristics; *Public Policy; Religious Cultural Groups; *State Aid; State Colleges; Student Financial Aid; Trend Analysis; Tuition

This document is a collection of 12 issues of a monthly report on public policy and programs affecting postsecondary educational opportunity. Each issues contains two or three research articles analyzing postsecondary education trends. Titles of articles include: "Religious Preferences, Activities and Demographics of American College Freshmen"; "FY1997 State Budget Actions"; "Educational Attainment of Young Adults, 1940-1995"; "The Southern Perspective on Financing Opportunity for Higher Education"; "Trends and Patterns in Mathematics Achievement of Students in K-12 Education, 1973-1996"; "Institutional Graduation Rates by Pre-college Characteristics

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Demonstration Programs; *Doctoral Dissertations; *Faculty Development; Higher Education; Intercollegiate Cooperation; Time to Degree
IDENTIFIERS- *All But Dissertation; *City University of New York

This final report describes a project of the City University of New York's Faculty Advancement Program (FAP) to encourage dissertation completion by ABD (all but dissertation) faculty at seven institutions in four northeastern states. The institutions were visited and revisited by FAP mentors in the effort to establish dissertation completion programs modeled on FAPs own dramatically successful group project. Dissemination workshops were conducted which featured simulated, role-played, dissertation completion groups. One host campus is entering its third successful program year; another college initiated a program which lasted 18 months before it faltered; two other campuses began programs in June 1994; and three visited institutions failed to establish dissertation completion programs on their campuses. The project concluded that, overall, it would be more effective in the future to target faculty ABDs who are still at their degree-granting institutions and not yet burdened with teaching obligations. After a project overview, individual sections of the report describe the project's purpose, background and origins, principal activities, and results. Extensive appendices include guidelines for disseminating and mounting a dissertation completion group; a log of grant activities; workshop materials; selected FAP group syllabi; and relevant correspondence with host and potential host institutions. Sample brochures are attached. (DB)

ED 416 772 HE 031 018

Ruppert, Sandra
The New Accountability: Policies To Improve Teaching and Learning.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 220p.; For a related document, see ED 375 789.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; *College Outcomes Assessment; Educational Assessment; *Educational Policy; Higher Education; Instructional Effectiveness; *Instructional Improvement; Policy Formation; *State Standards
IDENTIFIERS- *Performance Indicators

This report describes activities and achievements of a project that examined state policies linking new accountability demands with improvements in college teaching and learning. Major activities included: (1) meetings and national forums to explore state and public concerns about the quality and results of undergraduate education; (2) two commissioned papers and 10 case studies on state policy initiatives supporting improvements in teaching and learning through the development of performance indicators; and (3) wide dissemination of the project's findings and continued involvement of the Education Commission of the States (ECS) in the development of performance indicators for higher education. The state-level case studies provide in-depth examinations of formulation, planning, implementation, and reviews of policies and practices covariance (ANCOVA) were used to test the difference in the group effects from the three learning strategies as affected by gender: one for the concept acquisition task and another for the learning transfer task. ANCOVA test results for knowledge acquisition showed a significant two-way interaction between the strategies and genders in the knowledge acquisition; ANCOVA test results for transfer of learning showed no significant interaction. Although the transfer of learning results showed no significant interaction, the pattern of the results seemed to support Iaccino's (1993) suggestion that females were hindered by encapsulation strategy (their nonpreferred strategy), while males were hindered by integration strategy (their nonpreferred strategy). (Appendixes contain 16 references and the instrument.) (YLB)

ED 416 315 CE 075 644

Rose, Bruce J.; Mohaptra, Manindra K.
Professional Development Workshops for State Public Managers: Analysis of the Evaluative Orientations of Participants.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 92
NOTE- 13p.; Paper presented at the National Conference on Teaching Public Administration (15th, Charleston, SC, February 6-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; Educational Research; Job Skills; *Management Development; *Managerial Occupations; Participant Satisfaction; Professional Continuing Education; *Professional Development; Program Effectiveness; Program Evaluation; *Public Administration; State Programs; Supervisory Training; *Workshops
IDENTIFIERS- *Kentucky

A study analyzed the evaluation orientations of 888 participants in Kentucky's week-long Management Awareness Workshop for state-employed managers who have occupied a management position for approximately 5-6 months. Analyses of responses to a self-administered mail questionnaire indicated 74.6 percent of respondents were encouraged by their supervisor to take the training. The sample was 96.3% white and 69.6% male. Respondents felt most workshop objectives had been accommodated. All thought two objectives---to increase insight into managerial behavior and its effect on others and to increase understanding of leadership styles--were best accommodated. The majority of respondents reported moderate to strong benefits from what was learned. Nonwhite respondents reported the strongest perceived benefits. Respondents' suggestions indicated an awareness among Kentucky state managers that being a manager required the acquisition of a set of specific skills that may or may not be related to their previous professional training. Many open-ended responses were addressed toward the problem of coping with the political involvement in the public sector. (YLB)

ED 416 316 CE 075 659

Leddo, John; Kolodziej, James
The Virtual Schoolhouse.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Interservice/Industry Training, Simulation, and Education Conference (Orlando, FL,

credentials based on the tests; (2) the value of the GED credential is determined by the fact that it validly certifies the attainment of high school level knowledge and skills; (3) GED graduates, on average, perform as well as high school graduates in community colleges; (4) more than 40 percent of GED graduates attend college after passing the tests; (5) about 75 percent of colleges and universities accept a high school equivalency credential based on the GED tests; (6) passing the GED tests provides graduates with opportunities for better jobs; and (7) federal support for the GED program should continue, allowing the program to be strengthened and professionalized, targeted to those whose skill levels are suited to this level of study, and made more relevant to adults. (Contains 31 references.) (KC)

ED 416 336 CE 075 735

Baldwin, Janet, Ed.
Who Took the GED? GED 1996 Statistical Report.
PUB DATE- 97
NOTE- 46p.; For earlier reports, see ED 387 622-623 and ED 399 400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Certification; Educational Attainment; Educational Certificates; *Equivalency Tests; Foreign Countries; *High School Equivalency Programs; *Scores; Tables (Data); *Test Norms
IDENTIFIERS- Canada; *General Educational Development Tests; United States

The 13 tables and figures in this report provide summary information about those who took the General Educational Development (GED) Tests in 1996 and the jurisdictions that administer those tests. Most tables summarize information for the United States and Territories, Canada, GED Testing Service, and Program Total. Each table is arranged to provide data within the following umbrella topics: percent changes from 1995-1996; number tested, number completing tests, and number meeting score requirements; people tested and credentials issued by age groups; special test editions and testing accommodations; formal education and future plans; trends in participation and in credentialing; participation and credentialing rates; and minimum score requirements and testing policies. The publication also includes the names, addresses, and telephone numbers of the GED administrators and participating jurisdictions and a list of 24 selected publications and a GED publications order form. Some highlights of the statistics include the following: (1) in 1996, 758,570 persons worldwide completed the GED, a 5 percent rise over the previous year; (2) 524,482 earned high school equivalency credentials by passing the GED Tests; and (3) 14 percent more persons required special accommodations for disabilities than in the previous year. (KC)

ED 416 337 CE 075 757

Kissam, Ed; Dorsey, Holda
Tierra de Oportunidad Implementation Handbook. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 142p.; For related modules, see CE 075 758-787.

*Tax Credits; Tax Deductions; Tax Rates; *Taxes
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses how to file and pay federal income taxes. Topics covered include the following: defining tax-related vocabulary; analyzing tax credits and selecting the most appropriate ones; listing tax form preparation steps; charting U.S. income; working in teams; locating, analyzing, and using resources; and researching online. Basic skills addressed include thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 12 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; role-play materials; and pre- and postassessments. (KC)

ED 416 355 CE 075 775

Kissam, Ed; Dorsey, Holda
Analyzing and Debating Issues. Tierra de Oportunidad Module 18.
LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 38p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Data Interpretation; *Debate; English (Second Language); *Evaluative Thinking; Immigrants; Information Sources; Learning Modules; Lesson Plans; Literacy Education
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on how to evaluate the facts, opinions, and positions on social issues held by family and friends, neighbors, authority figures, and the media. Topics covered include the following: evaluating information resources, distinguishing between fact and opinion; distinguishing collaborating and negotiating; debating issues; working in teams; locating, analyzing, and using resources; and researching online. Basic skills addressed include thinking skills, using resources, interpersonal skills, and using information. The module contains the following: teaching points for the instructor; sample learning activities; a list of 15 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; role-play materials; and pre- and postassessments. (KC)

ED 416 356 CE 075 776

Kissam, Ed; Dorsey, Holda
Collaborating with Neighbors. Tierra de Oportunidad Module 19.
LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Learning; Classroom Techniques; *Cognitive Style; Computer Uses in Education; Educational Environment; Educational Resources; *Educational Technology; Educational Trends; Experiential Learning; Flexible Progression; Foreign Countries; *Information Technology; Instructional Design; Instructional Development; Learning Processes; *Learning Theories; Open Education; Postsecondary Education; Teaching Methods; Technical Institutes; *Theory Practice Relationship; Vocational Education
IDENTIFIERS- *United Kingdom

This document is intended to help British further education (FE) practitioners, managers, and governors develop a strategic approach to integrating information and learning technology (ILT) within flexible and open learning environments based on an understanding of learning styles. The following topics are discussed in the document's three chapters: understanding learning styles (the need to put learning into context, eight critical questions that should be asked when attempting to achieve an integrated model of education and work-based training; and the theories of Honey and Mumford, and Kolb); unlocking the potential of ILT within the context of what learners already know (the nature of learning; individual learners; development of Kolb's "learning by doing" model, and effective communication); and matching learning styles with available learning resources (identifying different learning styles and strategies, matching resources and learning styles, identifying learning environments, developing resource-based learning, assessing an FE college's potential, and evaluating learning materials). Each chapter contains a series of staff development activities. The document contains 10 references and a 12-item bibliography. Handouts and overhead transparencies are appended along with a chart to help assess FE colleges' integration of ILT in libraries and development of flexible and open learning centers. (MN)

ED 416 375 CE 075 845

McKeown, Sally
Supporting the Learner: Introducing ILT Issues and Teaching Strategies To Meet Individual Needs.
PUB DATE- 97
NOTE- 36p.; A product of the Quality in Information and Learning Technology (QUILT) Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; Adult Students; *Assistive Devices (for Disabled); Authoring Aids (Programming); Case Studies; *Computer Uses in Education; Courseware; Disabilities; Educational Needs; Educational Resources; Educational Strategies; *Educational Technology; Foreign Countries; Individualized Programs; *Information Technology; Instructional Development; *Literacy Education; Multimedia Instruction; Optical Data Disks; Postsecondary Education; Resource Materials; *Special Needs Students; Teaching Methods; Technical Institutes; Vocational Education; World Wide Web

Secondary Education; *Teacher Role; Teaching Methods

As school-to-work systems evolve across the nation, teachers will assume a variety of new roles and responsibilities. The collaborative nature of school-to-work requires greater interaction between teachers and other partners in schools and the community. Innovative approaches to learning in school-to-work systems, such as project-based instructional strategies, are significant departures from traditional teaching practices. Professional development activities must be made available to provide teachers with what they need to know and be able to do to make a school-to-work system work. Some strategies for the professional development of teachers in school-to-work systems, based on research and experience of school-to-work practitioners across the nation, include the following: (1) professional development as a continuous improvement process; (2) helping teachers acquire worksite experiences; (3) making the best use of workshops and conferences, such as a "train-the-trainer" approach; (4) preparing teachers for new roles in school-to-work governance; (5) using teacher networks; and (6) working with teacher unions. (Lists 10 organizations, 2 journals, and 8 publications.) (KC)

ED 416 395 CE 075 870

School-to-Work in Middle Schools. Resource Bulletin.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Education Work Relationship; Educational Resources; *Educational Trends; Intermediate Grades; Junior High Schools; *Middle Schools; Program Development; Program Implementation; School Business Relationship; Teaching Methods

School-to-work efforts in the middle school provide students with in-depth exposure to a variety of careers. School-to-work efforts at the middle school level also help students identify their interests, aptitudes, and abilities. Key components of middle school school-to-work include the opportunity for students to do the following: build fundamental skills; assess personal aptitudes, abilities, and interests; participate in career exploration activities; build the connection between academic skills and the future; and set goals and develop a 4-year plan. Two examples of schools that incorporate elements of effective practices of school-to-work into middle school include Public School/Middle School 95, Bronx, New York and Applied Learning Academy, Fort Worth, Texas. (Resources listed include 6 examples of effective practices, 5 organizations, and 12 publications.) (KC)

ED 416 396 CE 075 871

Teacher Internships in School-to-Work. Resource Bulletin.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Education Work Relationship; Educational Resources; *Educational Trends; *Inservice Teacher Education; *Internship Programs; On the Job Training; *Professional Development; School Business Relationship; Secondary Education; Teacher Role; Teaching Methods

Teachers are critical to the success of school-to-work systems.

through the late 1980s. Chapter 7 picks up the story of the current wave of punitive welfare reforms into the late 1990s, explaining why these reforms cannot and will not reduce poverty but increase hardship. Chapter 8 proposes positive reforms in welfare; chapter 9 lays out a broader agenda for economic justice for women and low-income families. Chapter 10 suggests the elements of a political strategy to make this policy a reality. Appendixes include the following: definitions of family types and income categories; a chart contrasting popular conceptions with facts about women and welfare; annotated list of organizations, Internet, and print resources; and index. The book contains 22 figures and 22 tables. (YLB)

ED 416 413 CE 075 945

Lee, Lung-Sheng
Implementation Possibility for Engineering Technology in Taiwan's Senior High Schools.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Korean Institute of Industrial Educators Conference (Taejon, South Korea, March 9-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Research; Elective Courses; *Engineering Technology; Foreign Countries; High Schools; Industrial Arts; Program Development; Required Courses; *Technology Education
IDENTIFIERS- *Taiwan

Taiwan's senior high school technology education (TE) is moving from industrial arts (IA) to living technology (LT). However, senior high school LT faces two major challenges. First, LT, a required course, may be changed to an elective. Second, there is only a vague distinction between junior high school LT and senior high school LT. In terms of these challenges, engineering technology (ET) or engineering-based TE is suggested. A preliminary survey of 21 inservice senior high school IA teachers who participated in a 2-week LT workshop indicated the following: (1) 81 percent of respondents supported dividing LT into several 72 hours of TE elective courses and requiring all students to take at least 1 course; (2) 81 percent of respondents supported adopting ET as 1 of TE's elective courses; and (3) 52 percent of respondents assessed senior high school students' needs for ET. However, only 38 percent of respondents expressed competency to teach ET and 48 percent said they might integrate ET into LT. Consequently, the following conclusions are drawn: more dialogue concerning ET is needed among technology educators; ET may not be an appropriate course title; a math, science, and technology approach to TE is demanding; and international exchange of information should be promoted. (A syllabus outline for ET is appended.) (Author/YLB)

ED 416 414 CE 075 946

Lee, Lung-Sheng; Chen, Ya-Yan
An Introduction to Human Resource Development in Taiwan, R.O.C. = Jong Hwa Min Gwo Ren Li Tz Yuan Fa Jaan Jyan Jieh.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -

Education; *Prevention; *Program Effectiveness; Secondary School Students; *Substance Abuse
IDENTIFIERS- *Drug Free Schools; Preventive Education

In response to the increased awareness of substance abuse among youth, the Drug-Free Schools and Communities Act (DFSCA) was enacted to boost drug and alcohol abuse education and prevention programs. A number of initiatives to evaluate these programs were started, and one such assessment, a longitudinal study of school-based prevention programs, is described in this summary. For the study, about 10,000 students were surveyed annually for 4 years. The major findings indicate that some drug prevention programs improved student outcomes, but effects were small. Outcomes were better in districts where the prevention program had greater stability over time. Few schools, though, used programs that had been deemed effective in previous research, and program delivery was variable and inconsistent, even within schools. Many programs featured multiple components, such as classroom instruction combined with student support services. Students in the survey mirrored the behaviors, beliefs, and attitudes about drugs found in national trends, and alcohol was the most widely used substance for students at any grade level. Some of the factors that lowered drug use included sports and exercise, volunteer work, and homework. It is recommended that larger social influences be considered in future research. (RJM)

ED 416 432 CG 028 343

Silvia, E. Suyapa; Thorne, Judy
School-Based Drug Prevention Programs: A Longitudinal Study in Selected School Districts. Technical Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 82p.; For related documents, see CG 028 341, 342, 344, and 345.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Alcohol Education; Children; *Data Collection; *Drug Education; *Drug Legislation; Elementary Secondary Education; *Longitudinal Studies; *Prevention; Program Evaluation; *Research Methodology; Student Surveys; Substance Abuse
IDENTIFIERS- Drug Free Schools and Communities Act 1986; Elementary Secondary Education Act Title IV

Establishing school-based drug prevention programs was the aim of the Drug-Free Schools and Communities Act of 1986 (DFSCA). The study design and data collection methods for a longitudinal study of the effectiveness of DFSCA are presented in this report. As part of an overall assessment of DFSCA, the report details the methodology used to accomplish the goals of the longitudinal study and it provides supportive evidence for the viability of the study design and the student sample. (The longitudinal study examines student behaviors and attitudes about alcohol and drugs, characteristics of school-based prevention programs in the participating school districts, and the effectiveness of those programs.) Same-grade comparisons are reported on drug use, attitudes, and perception of drug use for a cohort of two age-groups. These comparisons, which serve to establish the validity of the data, also afford a unique look into the potential age-related tendencies for the reported drug use behaviors and attitudes. The student survey instrument

NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College School Cooperation; Elementary Education; *Field Experience Programs; Higher Education; Methods Courses; *Practicum Supervision; *Practicums; Program Development; Program Evaluation; Program Implementation; Reading
IDENTIFIERS- City University of New York Medgar Evers Coll

Noting that both the college and the collaborating schools gain from early field placement (prior to student teaching) in education programs, this paper presents a prototype for early placement practicums based on 10 years experience in providing practicums for reading methods courses for Medgar Evers College, City University of New York (Brooklyn). The first section discusses planning for early placement practicums, and course objectives, methodology, and evaluation of students in the practicum. The second section presents suggestions for selecting schools for early placement--whether for regular day programs or for after-school early placements. The third section discusses preparing students for the practicum, including before beginning the field assignment and beginning in the field site. The fourth section addresses the role of the college supervisor in the practicum. The conclusion is that all participants should reflect on and in some way give an evaluation at the end of a course practicum. (Contains nine references.) (RS)

ED 416 451 CS 013 056

Castley, Anna
Practical Spelling: The Bad Speller's Guide to Getting It Right Every Time.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Skill Development; *Spelling; *Spelling Instruction; Word Lists
IDENTIFIERS- Orthography; *Spelling Growth; Spelling Patterns; Word Games

This book presents 20 lessons, each of which that can be completed in 20 minutes. It presents basic spelling skills (not lists of words to memorize, instead words are selected to help students learn particular spelling skills or strategies), focuses on words used in everyday situations, uses word games to reinforce learning, and provides lots of practical exercises. Lesson subjects include: compounding with short vowels, compounding with long vowels; pairing vowels; the softening of consonants; silent letters; and trendy words. A master spelling list and a three-item list of recommended books for further study are attached. (RS)

ED 416 452 CS 013 057

Rodriguez, Cecilia; Lira, Juan R.
A Study of Eighth Grade Students from a South Texas Middle School Who Participated in 30-Minute Required Reading Periods of Self-Selected Books.

NOTE- 149p.; Contains light type. Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Foreign Countries; Learning Strategies; Library Skills; Low Achievement; Mathematics Instruction; *Reading Difficulties; Science Activities; Secondary Education; Spelling; *Study Skills; *Writing Skills; Writing Strategies
IDENTIFIERS- *Caribbean; *Language across the Curriculum; Semantic Mapping

This book contains 50 hands-on activities representing most subjects taught at the secondary school level in the Caribbean. It lists the order of activities by chapter and name of each activity in the general table of contents. The first chapter, Investigating and Organizing Ideas, presents six activities and discusses semantic mapping, mind maps, discussion webs, and the K-W-L (What I Know - What I Want to know - What I Learned) strategy. Chapter 2, Study Skills, presents eight activities and discusses using a textbook, library skills, research skills, outlining, and preparing for examinations. Chapter 3, Working with Texts, presents eight activities and discusses the DARTS (Directed Activities Related to Texts) approach which shows how textbooks can be adapted using a variety of techniques. Chapter 4, The Skills of Writing, presents 10 activities and discusses natural behaviors for writers, writing ideas, understanding children's spelling, dictionary games, and cohesive writing devices. Chapter 5, Ideas for Working with Less Academically Able Students, presents 18 activities and discusses reading difficulties; activities for listening, speaking, and drama across the curriculum; encouraging reading and writing in literature class; and science and mathematics activities. A 29-item list of written resources developed in compiling the book is attached. (RS)

ED 416 472 CS 216 141

Shipp, Leslie, Comp.; Shuman, Jim, Comp.
Scholastic Journalism Week, February 22-28, 1998. Information Packet.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Class Activities; Editorials; *Journalism Education; *Journalism History; Secondary Education; Student Participation
IDENTIFIERS- *Scholastic Journalism

This packet of information presents material for journalism educators to use in celebrating Scholastic Journalism Week, February 22-28, 1998. It contains a history of journalism in outline form and in newspaper article format; 13 classroom activities; 11 special activities for outside the classroom; a sample press release; a sample editorial; information from the book "Journalism Kids Do Better"; and a small poster. (RS)

ED 416 473 CS 216 162

Barry, Bradford A.
Motivating Students to Write: Implementing Creative Theory to

Commission on Composition (Christine Kline); (2) Commission on Curriculum (Kathleen Rowlands); (3) Commission on Language (Judith Wells Lindfors); (4) Commission on Literature (Carol Jago); (5) Commission on Media (Lawrence B. Fuller); and (6) Commission on Reading (Mary H. Maguire). Some of the subjects discussed in the report include: assessment; professional standards for writing teachers; the need for further attention to second language perspectives; the tendency of legislators, publishers, and others to use simple terms to redefine complex processes; legislative bodies mandating curriculum and assessment; trends mandating specific methodology for elementary and secondary classrooms and teacher education programs; role of research in relation to classroom practices in English/language arts; supporting students' right to their own languages; language awareness study for teacher and students; state standards documents overlooking the study of literature as an important and lasting outcome of a high school education; the rapid growth of applications of new media technology in U.S. business, homes, and schools; support for public schooling; professional development of reading teachers; informed discussion about reading, theory, research and practice; and understanding the complex intersections among race, class, gender, and language in reading, literacy curriculum, and practices in mainstream, bilingual multicultural communities. (RS)

ED 416 490 CS 216 197

Bryant, Margaret A.; Keiper, Marjorie; Petit, Anne
Month by Month with Children's Literature: Your K through 3 Curriculum for Math, Science, Social Studies, and More.
PUB DATE- 94
NOTE- 455p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Content Area Reading; Mathematics Instruction; Music Activities; Poetry; Primary Education; Reading Instruction; Reading Skills; Science Instruction; Social Studies; *Thematic Approach; Units of Study; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Trade Books

Suggesting that a whole language approach can build a foundation that gives all primary students an opportunity to succeed, this book presents nine thematic units (with suggestions for presenting specific skills on a weekly basis) designed to support the skills necessary for creating a strong literacy foundation. Lesson plans in the book are keyed with symbols indicating skills appropriate for emerging learners, typical learners, or advanced learners. Units in the book incorporate trade books, poetry, and music activities for teaching reading, writing, science, mathematics, foreign languages, art, and social studies. After an introduction, sections of the book are (1) September: Insects; (2) October: Signs of Fall and Halloween; (3) November: Madeline Teaches Social Studies; (4) January: Let It Snow in January; (5) February: Love Your Body; (7) March: March of the Dinosaurs; (8) April: April Showers Bring Whales; and (9) May: May in the Desert. (RS)

ED 416 491 CS 216 198

Capacchione, Lucia
The Creative Journal for Children: A Guide for Parents, Teachers,

ED 416 512 CS 509 700

Clark, Cynthia E.; Brill, Dale A.
Modeling Public School Partnerships: Merging Corporate and Community Issues.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *College School Cooperation; *Community Relations; *Corporate Support; Graduate Students; Higher Education; Instructional Innovation; Intermediate Grades; *Internet; Junior High Schools; Middle Schools; *Public Relations; Public Schools; Urban Education
IDENTIFIERS- *Boston University MA; *Technology Integration

This paper describes a model that merges corporate community relations strategy and public relations pedagogy to accelerate the rate at which Internet-based technologies are integrated into the public schools system. The model provides Internet-based training for a select group of Key Contacts drawn from two urban middle schools. Training is delivered by graduate students in Boston University's (Massachusetts) public relations program who have completed courses in the school's interactive media sequence. The Key Contacts are trained as change agents for their host schools and are provided with two mobile instruction units connected to the Internet using ISDN lines. The Key Contacts then conduct workshops, supported by continuous contact with the public relations graduate students, in their own schools and among their own teacher network. The model, known as the Boston University Public School Partnership (PSP), introduces a mutually beneficial relationship between a corporate sponsor (the NYNEX Foundation), public relations education, and public schools. This relationship serves to accelerate the rate of adoption of Internet-based instruction by middle school teachers while enhancing graduate students' real-world corporate community relations experiences. This paper is a starting-point for the PSP model which can be replicated in other universities. (Contains 28 references; two exhibits are appended.) (Author)

ED 416 513 CS 509 704

Rozema, Hazel
Using Personal Narratives to Incorporate Diversity into the Basic Communication Course.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Blacks; Cultural Differences; Diversity (Student); Higher Education; *Introductory Courses; *Personal Narratives; *Racial Bias; Racial Discrimination; *Speech Communication
IDENTIFIERS- *African Americans; Historical Background

Arguing that first-person narratives can illustrate communication theories and concepts found throughout basic communication course texts and can serve as first-person examples of the

A survey instrument operationalizing 24 elements of professional performance was administered to 291 public relations educators across the nation, yielding a 43.6% response rate. Respondents assessed the extent to which a standard of professionalism currently exists for each of the 24 items. Educators tended to view writing/editing and graphics/production skills, ethical guidelines, accreditation, and "public relations as advocacy" as enjoying well established standards. Licensing, location of public relations on the organizational chart and inclusion of public relations in the dominant coalition were viewed as most lacking in a standard of professional performance. The 24 items factored into 6 dimensions. Assessments of professionalism along these six factors differed significantly as a function of sex, region, tenure of teaching, size of institutions, and whether the educator was accredited by the Public Relations Society of America (PRSA). Comparing educators' assessments with practitioners' views expressed in an earlier national survey, it is clear that professional standards in public relations have yet to coalesce among educators or practitioners. Given the influence that educators have on the field's future, it is imperative that educators work to elevate the profession by promulgating professional standards among their students. (Contains three tables of data and 36 references.) (Author)

ED 416 534 CS 509 730

Haller, Beth
Images of Disability in News Media: Implications for Future Research.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Disabilities; Disability Discrimination; Higher Education; *Mass Media Role; Media Research; Minority Groups; *News Media; *Research Needs
IDENTIFIERS- *Media Coverage; *Research Suggestions

Even in the 1990s, little research has focused on how local media can more often and more accurately cover the disability community and disability issues. Some positive news coverage arose in the late 1980s because of the disability community's growing status as a minority group striving for equal civil rights. Other positive coverage reflected the consumer model, in which equity in society for people with disabilities is seen as good economic sense. A new negative image, however, includes the business model, which depicts economic equity for people with disabilities as costly to the American business community. Another issue is whether people with disabilities are given a "voice" in the news media--are they speaking for themselves? Mass media researchers should be looking for valid sources in the news; they should continue to assess who is speaking for the disability community in the news media. Communication research should continue to assess why and how news media prop up "ableist" views within society. Research must also assess journalists' attitudes about disability. The news media have begun to successfully change some of their language about disability--they are now likely to use "disabled" rather than "handicapped," or person with AIDS rather than AIDS victim. The group. Three measures of success were collected both pre- and post-treatment. A two-day training session (focusing on listening, altercentrism, interaction management, composure, and expressiveness) served as the basis for the treatment. Results indicated a positive impact of the training program in terms of supervisory productivity ratings, productivity merit ratings, and satisfaction of users. While these results are not likely to startle anyone in the communication discipline, those in the information systems discipline were unwilling to give the idea of an interdisciplinary study of a communication training program's effectiveness more than a "passing glance." Although communication educators and professionals realize that effective communication skills are necessary to increased productivity and satisfaction, that knowledge is not necessarily widespread. (Contains nine references and three tables of data.) (RS)

ED 416 554 CS 509 753

Bohlken, Bob
Reciprocal Listening with and from the Heart in the Electronic Classroom.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of The International Listening Association (19th, Kansas City, MO, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; College Freshmen; Computer Uses in Education; *Electronic Classrooms; Higher Education; Internet; Learning Strategies; *Listening; *Student Needs; *Teacher Role; *Teacher Student Relationship

In a recent survey of 200 college freshmen, 97% said they learn best by listening. Electronics and technology are excellent instructional supplements, but when they become the means of instruction, the instructors lose heart in relationship listening. Research indicates that "perceived caring" on the part of the students in regard to the instructor enhances the students' attitudes toward the class and their perception of what they learn. The considerations of the classroom setting or context for relationship listening include: (1) lighting (so students can see the instructor); (2) distance/space ("personal space" for students); (3) levels (lecture classroom should be on a single level); (4) axis (directional relationships of instructor/students and student/students); and (5) artifacts (furniture, Projection screens and podiums should not clutter teaching space). and objects). The greatest advantage that a dynamic instructor in the classroom has over all other instructional media and methods is human interaction and reciprocal caring expressed through relationship listening. (Contains five notes; a sample interview survey is appended.) (CR)

ED 416 555 CS 509 754

Baker, Barbara L.
Using Controversial Media To Teach Issues about Gender.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the National

written to reach various audiences. They were developed through interviews with individuals who have encountered similar school reform challenges. The book contains six sets of case materials and each set includes a brief introduction, a cast of characters, the case narrative, and concludes with a detailed facilitator's guide, which offers background information on the case and its major issues. A sequence of activities for guiding the case discussion is provided. (RJM)

ED 416 574 EA 028 894

Miles, Karen Hawley; Darling-Hammond, Linda
Rethinking the Allocation of Teaching Resources: Some Lessons from High Performing Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Budgeting; Case Studies; Change Strategies; *Educational Finance; Educational Objectives; Elementary Secondary Education; *Public Schools; *Resource Allocation; *School Administration; School Effectiveness; *School Funds

Although a great deal of debate surrounds the level and allocation of resources to public schools, very little of this discussion addresses how schools might organize teaching resources more effectively at the school level. This paper describes case studies of five high performing public schools that have organized professional resources in innovative ways. The study sought to detail alternative ways of deploying instructional resources in order to provide concrete alternatives to traditional organization of teachers and to quantify objectively the ways in which these schools use resources differently depending on their instructional goals and strategies. Although the schools studied looked very different from one another, they shared five principles of resource allocation which are outlined in this paper. The paper develops a framework for re-examining the use of resources and a methodology which may be used to measure the extent to which schools use their resources in focused ways to support teaching and learning. (Author)

ED 416 575 EA 028 895

Holcomb, John H.
Educational Marketing: A Business Approach to School-Community Relations.
PUB DATE- 93
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Marketing; *Public Schools; *School Community Relationship; *Strategic Planning

Public education suffers from a lack of public confidence. Strategies that public school decision-makers can use to turn around public opinion is the focus of this book. Decision-

PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Attention Deficit Disorders; Case Studies; *Childrens Literature; *Gifted Disabled; Grade 5; *Hyperactivity; Individual Development; Intermediate Grades; Interpersonal Competence; Novels; Self Concept; *Self Management; *Student Motivation; Talent

This children's novel tells the story of Zachary (nicknamed Zipper), a fifth-grader who has attention-deficit hyperactivity disorder (ADHD). The boy has trouble concentrating and controlling himself until a retired jazz musician recognizes his talent, believes in him, and gives him the motivation to start trying to do better. An appendix provides students with basic information on ADHD and suggestions for how those with ADHD can successfully manage school and social relationships. (DB)

ED 416 594 EC 306 142

Richard, Gail J.
The Source for Autism.
PUB DATE- 97
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; *Behavior Change; Behavior Patterns; *Classroom Techniques; *Clinical Diagnosis; Communication Disorders; Communication Skills; Definitions; Educational Cooperation; Educational Diagnosis; Elementary Secondary Education; Interpersonal Competence; *Intervention; Neurology; Parent Attitudes; Parent School Relationship; School Community Relationship; Sensory Integration; Student Characteristics; *Symptoms (Individual Disorders); Teaching Methods; Teamwork

This book is intended as an eclectic review and overview of what is known about autism, emphasizing clinical, rather than theoretical, aspects of the syndrome. Eleven chapters address the following topics: (1) definition of autism (myths, definitions, and facts about autism); (2) diagnosis of autism (medical versus educational diagnosis); (3) characteristics of autism (specific characteristics and sample observation reports); (4) team coordination and responsibilities (importance of team approach); (5) communication intervention (receptive and expressive communication deficits); (6) sensory system differences (neurological connection and sensory integration); (7) behavior management (internal versus external triggers, communicative intent, modification, and medication/vitamins); (8) classroom strategies (specific techniques, motor deficits, using technology); (9) pragmatic intervention (social skills, goals and activities, community integration); (10) home intervention (communicating with parents, parent roles and concerns); and (11) conclusions (in-service training and factors to remember). (Contains 32 references.) (DB)

ED 416 595 EC 306 143

Wilson, Carolyn C.; Lanza, Janet R.; Evans, Jeannie S.
The IEP Companion: Communication Goals for Therapy In and Out of the Classroom.
PUB DATE- 92

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Disabilities; *Educational Assessment; Foreign Countries; Inclusive Schools; Mainstreaming; *Minimum Competency Testing; National Competency Tests; Secondary Education; *Special Schools; *Testing Programs
IDENTIFIERS- *England; General Certificate of Secondary Education

This report presents an analysis in text and tables of performance on the 1995 and 1996 General Certificate of Secondary Education (GCSE) examinations by students who attended special educational schools in England. The main conclusions were: (1) nearly 70 percent of English special schools who have students at Year 11 (15 to 16 years old) had no students taking the GCSE examinations in 1996; (2) only 4 percent of Year 11 students in special schools achieved 5 or more A to G grades on the GCSE, compared with 87 percent of students in mainstream schools; (3) given the diverse population in special schools, success in examinations would be expected to be higher; and (4) results suggest that special schools are not providing adequate curriculum support for the wide range of students they are teaching in Year 11. Results also support the inclusion of students with disabilities in mainstream secondary schools through increasing accessibility to buildings and curriculum. Appendices detail school performance by local education agency and school. (DB)

ED 416 613 EC 306 163

The Inclusion Charter: Ending Segregation in Education for All Children and Young People with Disabilities and/or Learning Difficulties.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; *Disabilities; Disability Discrimination; Educational Legislation; Educational Policy; *Educational Principles; Elementary Secondary Education; Equal Education; Foreign Countries; *Inclusive Schools; *Learning Problems; Mainstreaming; *Position Papers; Social Integration; Student Rights
IDENTIFIERS- *United Kingdom

This charter of principles and beliefs was developed by the Centre for the Studies of Inclusive Education in the United Kingdom. Principles are first listed and then explained in detail. The principles are: (1) the end of all segregated education on the grounds of disability or learning difficulty as a policy commitment and national goal; (2) the end of segregation in education as a human rights issue belonging within equal opportunities policies; (3) recognition that, since all children share equal value and status, the exclusion of children from the mainstream because of disability or learning difficulty is a devaluation and is discriminating; (4) the gradual transfer of resources, expertise, staff, and pupils from segregated special schools to an appropriately supported diverse and inclusive mainstream; (5) recognition that, since segregated education is a major cause of society's prejudice against adults with disabilities, desegregating special education is necessary to help change discriminatory attitudes; (6) recognition that efforts to increase participation of be scored differently; and (4) five respondents felt guidelines about student participation were needed. Focus group participants identified incentives and disincentives for including these students. They also felt the Profile would have a positive impact on the curriculum, but were concerned about limited resources for implementation. (DB)

ED 416 631 EC 306 182

Thurlow, Martha; Hurley, Christine; Spicuzza, Richard; El Sawaf, Hamdy
A Review of the Literature on Testing Accommodations for Students with Disabilities. State Assessment Series: Minnesota Report 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; *Educational Assessment; Educational Policy; Educational Trends; Elementary Secondary Education; Federal Legislation; Federal Programs; Legal Problems; *Psychometrics; Research Needs; Statistical Analysis; Student Attitudes; *Student Evaluation; Teacher Attitudes; Test Validity; *Testing Problems; Trend Analysis
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

This report reviews the current literature (mostly since 1993) on testing accommodations for students with disabilities, with an emphasis on studies examining the effects of testing accommodations on the technical integrity of assessment measures. The report notes a continuing lack of empirical research on testing accommodations, but evidence of changes in policy (especially enactment of the Americans with Disabilities Act and implementation of the National Education Goals) suggests that accommodations will receive more direct attention. The recent federal funding of projects to examine issues related to assessment for students with disabilities is also noted, as is the increasing number of journal articles, books, and professional documents about testing and accommodations. The report is organized into five sections: (1) a brief description of the methodology used to conduct the literature review; (2) empirical studies of testing accommodations; (3) legal considerations related to testing accommodations; (4) teacher and student perceptions of testing accommodations and modifications; and (5) conceptual issues. Appended are a review of early studies in testing accommodations conducted by the American College Testing Program and the Educational Testing Service and a listing of relevant research projects currently supported by the U.S. Department of Education. (Contains 39 references.) (DB)

ED 416 632 EC 306 183

Thurlow, Martha; Erickson, Ronald; Spicuzza, Richard; Vieburg, Kayleen; Ruhland, Aaron
Accommodations for Students with Disabilities: Guidelines from States with Graduation Exams. State Assessment Series: Minnesota Report 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English

Therapy; *Victims of Crime

This fact sheet uses a question-and-answer format to summarize information on the sexual abuse of people with mental retardation. Questions and answers address the following topics: what sexual abuse is; the incidence of sexual abuse of people with mental retardation; why sexual abuse is so common among people with mental retardation; effects of sexual abuse; the most likely abusers (people known to the victim); treatment and therapy for victims of sexual abuse; ways to reduce the incidence of sexual abuse of people with mental retardation; and what the professional or member of the general public must or should do if sexual abuse is suspected. An insert lists physical, behavioral, and circumstantial signs that suggest the possibility of sexual abuse. (DB)

ED 416 652 EC 306 211

Palmer, Susan
Shaken Baby Syndrome. The Arc Q & A.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anger; *Child Abuse; Child Caregivers; Clinical Diagnosis; Coping; Etiology; Head Injuries; Incidence; *Infants; Intervention; *Neurological Impairments; *Prevention; *Symptoms (Individual Disorders)
IDENTIFIERS- *Shaken Baby Syndrome

This fact sheet uses a question-and-answer format to summarize what is known about shaken baby syndrome, brain damage resulting from forceful shaking of an infant or young child. Questions and answers address the following topics: what shaken baby syndrome is and other names for the condition; the diagnosis of shaken baby syndrome; the incidence of shaken baby syndrome (approximately 50,000 each year in the United States); perpetrators (usually male) of shaken baby syndrome; disabilities resulting from severe shaking; medical, behavioral, and educational treatments; possible strategies to solve the problem of shaken baby syndrome; and the need to educate people about the dangers of shaking babies. A sample message to caregivers is given, for prevention of shaken baby syndrome through a three-step method for dealing with anger: "stop, calm down, try again." (DB)

ED 416 653 EC 306 212

Reynolds, Leigh Ann
Reye's Syndrome. The Arc Q & A.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Clinical Diagnosis; Etiology; Incidence; Intervention; *Mental Retardation; *Neurological Impairments; Prevention; *Symptoms (Individual Disorders); Therapy
IDENTIFIERS- *Reyes Syndrome

This fact sheet uses a question-and-answer format to summarize what is known about Reye's Syndrome, a disease probably caused by ingestion of salicylate, which affects all organs of the body but especially the liver and brain, often resulting in neurological abnormalities and mental retardation. The following topics on the subject are covered: what Reye's

*Language Variation; Political Influences; Racial Discrimination; Social Bias; *Sociocultural Patterns; Sociolinguistics; *Spanish; Stereotypes
IDENTIFIERS- *Latinos

It is proposed that a process of "chiquitafication" has diminished the complexity of the languages and cultures of over 22 million Latinos living in the United States, and that this process has repercussions for their linguistic security, language maintenance, and ultimately, their hopes for a good life. Focus is on three aspects of this process that feed into "Hispanophobia" and discriminatory policies: the construction of a homogeneous "Hispanic community" that refuses to learn English, the belittling of non-Castilian varieties of Spanish, and labeling of second-generation bilinguals as semi- or a-linguals. Linguistic analyses should address the language ideology that shapes language behavior and its evaluation; specifically, discussions of individual or community language loss, shift, or attrition among ethnolinguistic minorities in the United States must analyze linguistic data in relation to the ideology they reflect, that "real" Americans are monolingual English speakers. Recommended is an anthropolitical linguistics that amends both the objectives and methods of sociolinguistics and linguistic anthropology. Contains 49 references. (MSE)

ED 416 672 FL 024 860

Bauman, John
Vocabulary Resources for Material Writers.
PUB DATE- 96
NOTE- 5p.; "From 'The Materials Writers Newsletter' of Japan Association of Language Teachers, October 1996."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; Information Sources; *Instructional Materials; Language Research; *Material Development; *Reference Materials; Second Language Instruction; *Vocabulary
IDENTIFIERS- *Language Corpora

Intended for writers of instructional materials for teaching English as a Second Language (ESL), the list describes word lists and language corpora that may be of use in creating, simplifying, and refining vocabulary content in ESL materials. The sources are dated from 1944 to the present, and include a freeware computer program. Some limited comments are made about the utility of the lists/corpora. A brief list of related World Wide Web sites and six print references are provided. A resource containing a discussion of vocabulary instruction is also noted. (MSE)

ED 416 673 FL 024 971

Wenden, Anita L.
Learner Training in Foreign/Second Language Learning: A Curricular Perspective for the 21st Century.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Educational Strategies;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; Classroom Environment; Educational Benefits; Educational Objectives; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Mainstreaming; Parent Role; Program Design; Scheduling; *Spanish; *Special Education; *Student Placement
IDENTIFIERS- Blooms Taxonomy; *New York City Board of Education

This guide, in both English and Spanish, is intended for parents and guardians of children participating in bilingual or monolingual English-medium general education or bilingual special education programs in the New York City public schools. It provides general information about mainstreaming, the integration of special education students into general education classes and/or school-wide activities, and how students benefit from this process. Mainstreaming is based on the concept that children should be educated in the least restrictive environment to meet their needs best. This guide describes how academic and non-academic mainstreaming work, the objectives of the approach, benefits for both general education and special education students, the role of general education in mainstreaming through both academic and non-academic activities, how the program is planned, implemented, and monitored by the mainstreaming committee, and the role of the parent or guardian in the student's learning process. A number of commonly-asked questions are also answered. (MSE)

ED 416 693 FL 025 098

English as a Second Language Professional Development Manual for Special Education Teachers. Early Childhood Level.
PUB DATE- 94
NOTE- 177p.; For related documents, see FL 025 099-101.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Bilingual Education; Caregivers; Classroom Techniques; Early Childhood Education; *English (Second Language); Individualized Education Programs; *Inservice Teacher Education; Interprofessional Relationship; Language Tests; *Limited English Speaking; Multicultural Education; Music Activities; Paraprofessional School Personnel; Parent Teacher Cooperation; Professional Development; Second Language Instruction; *Special Education; *Special Education Teachers; *Staff Development; Teaching Methods; Testing
IDENTIFIERS- Blooms Taxonomy; *Content Area Teaching; New York City Board of Education

The manual provides a framework for two days of training in English-as-a-Second-Language (ESL) instructional methods for monolingual special education teachers at the early childhood level in New York City (New York) schools. The materials help teachers without ESL certification provide mandated ESL services to Limited-English-Proficient (LEP) students in all special education settings. An introductory section outlines the underlying philosophy, approach to instructional programming, and suggestions for classroom management. A second section outlines the design and objectives for the two-day

Lee, Soyoung
The Concurrent Validity of Cloze Test with Essay Test among Korean Students.
PUB DATE- 96
NOTE- 15p.; For related document, see FL 025 207.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)
DESCRIPTORS- *Cloze Procedure; College Students; Concurrent Validity; *English (Second Language); *Essays; Higher Education; Language Research; *Language Tests; Second Language Instruction; *Test Format; Test Validity; *Testing

A study investigated the concurrent validity of the cloze test administered with an essay test to Korean university students. Subjects were 129 students enrolled in English-as-a-Second-Language courses in Korea. A seventh-word deleted cloze test and a descriptive essay test were administered. Analysis of results indicate a significant correlation between the two tests, confirming the findings of two previous studies that cloze tests can be used as an alternative to essay tests. Theoretically, the results suggest that writing proficiency may be an important factor in cloze performance. Practically, the results suggest that the cloze procedure may be effective as a teaching device. The cloze test, cloze test instructions, and essay test instructions used are appended. Contains 21 references. (Author/MSE)

ED 416 714 FL 025 212

Madden, John, Ed.; Johanson, Robert, Ed.; Carpenter, Mark, Ed.
Texas Papers in Foreign Language Education, 1997.
PUB DATE- 97
NOTE- 74p.; For individual articles, see FL 025 213-216.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Persistence; *Code Switching (Language); Comparative Analysis; *English (Second Language); Enrollment Influences; *Error Correction; French; Higher Education; Japanese; Korean; Language Attitudes; Language Enrollment; Language Research; *Native Speakers; Pronunciation Instruction; Second Language Instruction; *Second Languages; Student Attitudes; Student Attrition; Teacher Behavior; *Writing Instruction

Four papers on second language learning are include. "Comparing Native and Nonnative Speakers' Error Correction in Foreign Language Writing" (Catherine A. Jolivet) examines differences between native and nonnative French speaking teachers in their error correction on students' compositions. "ESL Students' Opinions About Instruction in Pronunciation" (Matt Madden, Zena Moore) reports on a study of different students' attitudes about pronunciation instruction. In "Factors of Attrition in Japanese Language Enrollments" (Yoshito Saito-Abbott, Keiko Samimy), influences on university-level Japanese language enrollment and attrition are examined. "An Analysis of a Common Structure in Korean-English Code-Switching: A Test of the Matrix Language Framework" (Mi-Ae Lee) looks at the morphosyntactic mechanism of a common Korean-English code-switching pattern. (MSE)

ED 416 715 FL 025 213

Jolivet, Catherine A.

Sinha, Ratna; Anderson, Marcia A.
A Career in Teaching Business Education.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Business Education Teachers; *Career Development; Career Ladders; *Demography; Graduate Study; Higher Education; National Surveys; Secondary Education; Sex Differences; Statistical Analysis

This study examined the career patterns of secondary school business education teachers, focusing on possible demographic differences between teachers who sought alternate career paths and those who did not. A stratified national sample of 284 business teachers completed a survey questionnaire. The study found that the typical respondent was a white female, 44 years old, married, with 1.66 children, who had a Master's degree, 17 years of teaching experience, and was teaching keyboarding or computer literacy/applications. Seventy-six percent of the respondents' careers started from 3 different points in life: (1) with a Bachelor's degree; (2) working for a business; or (3) military service. The most frequently identified pattern was for an individual to obtain a Bachelor's degree and certification (n=108), accept a teaching position (n=44), obtain a Master's degree while continuing to teach (n=52), and accept administrative duties (n=12). The study also found that slightly less than half of the respondents were currently seeking an alternative career route (48.6 percent), while slightly more than half (51.4 percent) were not. A significant number of those in the former category were under 35 years of age. (Contains 14 references.) (MDM)

ED 416 735 HE 030 781

Yusko, Brian P.
Planning and Enacting Reflective Talk among Interns: What Is the Problem?
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; College Instruction; Educational Attitudes; *Group Discussion; Group Dynamics; Higher Education; *Preservice Teacher Education; *Reflective Teaching; Secondary Education; *Seminars; Teacher Attitudes; Teacher Educators; *Teaching Methods
IDENTIFIERS- Dewey (John); Michigan State University

This paper examines the author's conducting a weekly seminar for eight secondary interns (preservice teachers) from Michigan State University working at three middle and high schools. The leader describes the tension he felt in trying to respond to interns' emerging concerns and needs while at the same time trying to preserve an environment in which the interns could share their concerns freely and engage in educative reflection and conversation about their teaching practice. Three cases are of Students"; "Public University Tuition and Fee Increases Moderating in 1990s, but Still Exceed Inflation"; "Actual versus Predicted Institutional Graduation Rates for 1100 Colleges and Universities"; "Earnings for Individuals by Educational Attainment, 1975 to 1994"; "Are We Moving Toward Two Classes of Opportunity?"; "High School Dropout Rates by Gender and Race/Ethnicity, 1967 to 1995"; "Freshman-to-Sophomore Persistence Rates, 1983 to 1997"; "Private Correlates of Educational Attainment"; "Transition from College to Work"; "College Continuation Rates for Recent High School Graduates Reached Record High in 1996"; "Employment and Unemployment Rates by Educational Attainment, 1970 to 1996"; "5-Year Institutional Graduation Rates by Degree Level, Control and Academic Selectivity, 1983 to 1997"; "State Appropriations for Higher Education Increase Again for FY1998"; "An Indentured Generation of Students? A Critical Examination of Student Debt Load"; "High School Graduation, College Continuation and Chance for College by Family Income, 1995"; "Family Income by Educational Attainment, 1959 to 1996"; "Decline in State Tax Fund Appropriations for Higher Education Paused in FY1998"; "Academic Preparation for College, 1983 to 1997"; and "Education and Training Requirements for Job Openings between 1996 and 2006". (SW)

ED 416 755 HE 031 001

Zelnio, Barbara
The Early Employee Selector Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; *Cooperative Education; Job Placement; *Mentors; Role Models; School Business Relationship; *Student Employment; *Two Year College Students; Two Year Colleges; *Work Experience
IDENTIFIERS- Peirce College PA

The Early Employee Selector Program (EESP) at Peirce College (Pennsylvania) combines some features of a traditional co-op experience with a strong mentoring component. Ninety percent of the students at this urban two-year college are first generation college students. Placement at the work site occurs after one academic semester, and, unlike traditional co-op programs, students may be placed continuously with one employer in order to allow the student to assume increasing responsibilities. The student has both a workplace mentor and a college mentor to provide maximum support. The college mentor offers support for academic and personal problems, can advocate for the student, and serve as a role model. Students are also involved in focus groups, field trips, and serve as peer mentors themselves. Career development and employment issues are discussed on an ongoing basis. Evaluation showed that the EESP program has a positive impact on students. Students who are provided with school and work experience get higher grades, stay in college and complete their course of study, and can secure employment more easily. For students completing the EESP program, 100 percent either continued their education or were placed in a job; the corresponding rate for co-op students is 85 percent. Appended is a 38-page formal evaluation of the EESP program by Claire Conway and Mary Conway. (SW) related to the assessment of education effectiveness in Colorado, Florida, Illinois, Kentucky, New York-SUNY (State University of New York), South Carolina, Tennessee, Texas, Virginia, and Wisconsin. After a project overview, individual sections of the report describe the project's purposes, background and origins, activities, evaluation, and results. Attachments include a brochure about ECS, the case study letter and list of contacts, the interview format, and the seminar letter and roster of participants. Also attached is the project's major product, a sourcebook on state-level performance indicators titled "Charting Higher Education Accountability," (Sandra S. Ruppert, Ed.) which contains the full case studies plus two essays, "Effectiveness in Undergraduate Education: An Analysis of State Quality Indicators" (Richard C. Richardson, Jr.) and "Developing Statewide Performance Indicators for Higher Education: Policy Themes and Variations" (Peter T. Ewell). (DB)

ED 416 773 HE 031 019

Ansell, Amy
Program in International Education (PIE).
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Colleges; Course Content; Foreign Students; *Global Approach; Higher Education; Interdisciplinary Approach; *International Education; Program Effectiveness; Social Sciences; *Student Exchange Programs; Study Abroad; Undergraduate Study
IDENTIFIERS- *Bard College NY; Europe (Central); Europe (East)

This final report describes activities and accomplishments of the program in International Education at Bard College (New York), which is intended to enhance the ability of American undergraduates to participate in an increasingly internationalist world. The program has both organizational and curricular components. Organizationally, it consists of a student exchange with Eastern and Central European universities. The curriculum component focuses on a course in international education which is organized around themes of democracy. Beginning in 1991-92, students from Eastern and Central Europe have came to Bard for one year to join Bard students in an interdisciplinary course that explores the topic "Rights and Liberties." Since the program's inception, 81 students have participated in the exchange, 55 from east to west and 26 from west to east. An additional outcome has been development of an Eastern European network of PIE graduates who exchange information and support in economic, political, and social spheres. After a project overview, individual sections of the report describe the project's purpose, background and origins, major activities, evaluation, and project results. Appendices include the evaluator's report (Sarah Atchley), conference programs, a course syllabus, a listing of PIE students (1995-96), and sample covers from the Bard Journal of the Social Sciences. (DB)

ED 416 774 HE 031 020

Summerfield, Judith

December 1-4, 1997). For a related document, see CE 075 665.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Computer Managed Instruction; *Distance Education; Educational Development; *Educational Technology; Individualized Instruction; *Intelligent Tutoring Systems; *Interactive Video; Military Personnel; *Military Training; Programmed Tutoring; Technological Advancement
IDENTIFIERS- Army

Significant changes in military training are resulting from pressures to cut costs and move training from the schoolhouse to the field so it can be delivered "just in time" and be more responsive to individual unit training needs. Distributed Interactive Simulation (DIS) allows multiple trainees to interact in real time on a common training problem. Intelligent tutoring systems (ITSs) provide instruction on a one-to-one basis. Integrating DIS and ITS technologies offers the opportunity to capitalize on their strengths: the ability to conduct large-scale team exercises while providing each trainee with personalized instruction. A Distributed Interactive Intelligent Tutoring Simulation (DIITS) has been developed to train Army Infantry squad and fire team leaders in the skills to perform military operations cooperatively in urban terrain. The intelligent tutoring system technology allows trainees to receive feedback and remediation regardless of whether a human instructor is present. The technology has the flexibility to be used "on demand" by trainees, not just when scheduled by instructors. The DIITS includes intelligent agent technology to play the role of scenario agents when a human is not available to fill in and gives it added power for use for training any number of trainees. A scenario editor allows users to develop training scenarios and increases the customizability of the technology. The technology is generic and modular to support extension and reuse as training requirements evolve. (YLB)

ED 416 317 CE 075 661

Bills, Conrad G.
Effects of Structure and Interactivity on Internet-Based Instruction.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Interservice/Industry Training, Simulation, and Education Conference (Orlando, FL, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Behavioral Objectives; *Computer Assisted Instruction; Educational Media; *Educational Strategies; Higher Education; *Instructional Design; *Internet; Learning; Online Systems; Outcomes of Education; Program Effectiveness; Training; Undergraduate Students

A study investigated the effects of structure and interactivity on the achievement of students receiving Internet-based instruction. Structure was defined as the instructional strategy that provides the framework for the learning activity, giving the learner an advanced organizer. Interactivity was defined as the instructional strategy that provides the student the means of being actively involved in the learning activity. Participants were registered in 12 sections of Principles of Educational Media at Kent State University. They followed one

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Students; Basic Skills; Classroom Techniques; Computer Uses in Education; *Daily Living Skills; Educational Needs; *English (Second Language); Family Life; *Functional Literacy; Immigrants; Integrated Curriculum; Learning Modules; Lesson Plans; Lifelong Learning; *Literacy Education; Needs Assessment; Self Evaluation (Individuals); Skill Development; Student Evaluation; Workplace Literacy; World Wide Web
IDENTIFIERS- *California; Information Society; Secretarys Comm on Achieving Necessary Skills; 353 Project

This handbook is intended to help administrators and instructors of adult basic education and English-as-a-Second-Language programs use the 30 Tierra de Oportunidad (Land of Opportunity) instructional modules, which address four strands or clusters relating to the different major domains in which adults function: work life, family life, community, and lifelong learning. The following items are included: introduction; administrator summary (overview of the modules and their development and implementation suggestions); general teacher tips and skill development matrix; abstracts of the modules and tips for using them; advice on assessment; and student tips (overview for students, student contract, and student self-assessment). Each module abstract contains the following: discussion of the module's importance; teaching points; learning activities; and matrix. The matrix outlines the following: grouping strategies, incorporation of the Secretary's Commission for Achieving Necessary Skills (SCANS) skills; ideas for presentation; self-directed learning activity; insider information; and activities to direct students' reflection on the module. These items are appended: vision of literacy in the information society; suggested reading strategies; list of language forms and functions; top 20 education resources on the World Wide Web; skills identified by the SCANS report and information about them; and a bibliography of 164 print resources and 19 Web addresses. (MN)

ED 416 338 CE 075 758

Kissam, Ed; Dorsey, Holda
Making Choices about Jobs. Tierra de Oportunidad Module 1. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 42p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Career Choice; *Career Planning; Decision Making; *English (Second Language); *Functional Literacy; Immigrants; Integrated Curriculum; Learning Modules; Lesson Plans; *Literacy Education; Numeracy; Problem Solving; Wages
IDENTIFIERS- *California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on building the basic decision skills workers need to choose among potential jobs. The following items are included: overview of the module; list

NOTE- 27p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Citizen Participation; *Community Action; *Community Cooperation; Community Support; English (Second Language); Immigrants; Learning Modules; Lesson Plans; Literacy Education
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses how to become involved in the communities and advocate with neighbors for needs. Topics covered include the following: researching and analyzing information; preparing a survey form; designing a survey process; and preparing an action plan. Basic skills addressed include thinking skills, using resources, interpersonal skills, and using information. The module contains the following: teaching points for the instructor; sample learning activities; a list of nine resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; role-play materials; and pre- and postassessments. (KC)

ED 416 357 CE 075 777

Kissam, Ed; Dorsey, Holda
Keeping up with Changes in Laws Affecting Immigrants. Tierra de Oportunidad Module 20. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 32p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; English (Second Language); *Federal Legislation; *Immigrants; Information Seeking; Learning Modules; Lesson Plans; Library Materials; *Literacy Education; *Problem Solving
IDENTIFIERS- California; *Immigration Law; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses keeping up with changes in laws affecting immigrants. Its objective is to teach students to track the legal framework that affects immigrants' lives and to build problem-solving skills by emphasizing the need to develop and use conceptual matrices to evaluate issues in more than one dimension. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A summary sheet describes controversial provisions of immigrant federal legislation and what happened to them (January 1996-October 1997). A summary sheet of key terms follows. A sample lesson plan begins with a cover sheet with objectives, learners and context, room setup, to bring, to do ahead, media used, and steps. The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: use library

IDENTIFIERS- *United Kingdom

This guide, which is intended for British further education staff who work with special needs learners, examines the use of information and learning technology (ILT) to improve special needs learners' literacy. Part 1 discusses how information technology resources originally developed for mainstream programs can make information and learning materials accessible to students with physical or sensory impairments and how information technology can help teaching staff design and deliver programs that meet the needs of students with learning difficulties. The following topics related to using ILT with special needs students are discussed in part 2: choosing and using CD-ROMs; selecting software for a tutor's toolkit when on a budget; locating and using websites for and about students with disabilities and reluctant readers; and using hardware solutions (expanded keyboards, mini keyboards, keyguards, overlay keyboards, switches, emulators, touch screens, mice, tracker balls, joysticks, headpointers, mouthsticks). Presented in part 3 are case studies of the following: authoring in multimedia; using software to teach syntax to deaf students; and using images to improve learners' motivation. Part 4 lists the following: software discussed in the guide, software suppliers, contacts for specialist software, useful Internet addresses, resources and publications, relevant organizations, and specialist colleges. (MN)

ED 416 376 CE 075 846

Foster, Pablo; Howard, Ursula; Reisenberger, Anna
A Sense of Achievement: Outcomes of Adult Learning.
PUB DATE- 97
NOTE- 56p.; A product of the Quality in Learning and Information Technology (QUILT) Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Attitude Change; Check Lists; *Data Collection; Educational Attitudes; Foreign Countries; *Lifelong Learning; Models; *Outcomes of Education; Postsecondary Education; Records (Forms); *Student Certification; Student Educational Objectives
IDENTIFIERS- National Vocational Qualifications (England); *United Kingdom

This report, which is an outgrowth of the Further Education Development Agency's (FEDA's) Learning Outcomes study, explores ways of identifying, recording, and valuing adult learners' goals and achievements in learning opportunities that are not designed to lead to qualifications. The following topics are discussed in the report's six chapters: the diverse and complex reasons for learning and increasing recognition of the inadequacy of existing procedures for formally assessing and accrediting education in the United Kingdom; the context, background, and approach of the FEDA study; current thinking regarding learning outcomes (the National Vocational Qualifications outcomes model, open college networks and the credit framework, and the issues of accreditation for organizations that maintain a broader mission of adult learning); practical application of learning outcomes in five case studies; practical frameworks for developing learning outcomes strategies; and movement toward a culture of lifelong learning. Appended are the following: specification of the Further Education Funding Council's and local authorities' duties regarding provision of lifelong learning opportunities; overview of activities conducted to investigate different

They play a key role in the effort to prepare students for further education and work. In order to carry out these new tasks, however, teachers need more professional development. Teacher internships are an innovative professional development strategy that can help educators fulfill these new and often unfamiliar roles in school-to-work systems. Teacher internships place educators in the workplace so that they can experience first hand the skills, abilities, and knowledge that their students will need to be successful at work. Employers also benefit from the skills that teachers bring to the workplace. This relationship between teachers and employers enhances the school-to-work curriculum development and implementation. Strategies to develop teacher internship programs include the following; (1) providing a range of options; (2) recruiting teachers; (3) recruiting employers; (4) securing funding; (5) determining teacher compensation; and (6) evaluating teacher internships. Examples of effective practices include The Industry Initiatives for Science and Math Education in San Francisco (California) and a teacher internship program in the Western School District in Jackson, Michigan. (Resources listed include six organizations and five publications.) (KC)

ED 416 397 CE 075 880

Manning, Sabine, Ed.
Qualifications with a Dual Orientation towards Employment and Higher Education. A Collaborative Investigation of Selected Issues in Seven European Countries. INTEQUAL Report II.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 97
NOTE- 242p.; For report I, see ED 407 508. Developed by the LEONARDO Research Partnership.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Articulation (Education); *Education Work Relationship; Educational Policy; Educational Practices; *Employment Qualifications; Foreign Countries; Integrated Curriculum; Learning Processes; Postsecondary Education; *Student Certification; Student Evaluation; Tables (Data); *Vocational Education
IDENTIFIERS- Career Paths; *Europe

This document is the second report on results achieved in the project, "The Acquisition of Integrated Qualifications for Professional Work and Study--An Assessment of Innovative Approaches in Seven European Countries (INTEQUAL)," which was undertaken to identify innovative approaches to granting dual qualifications that can ultimately increase the attractiveness and status of initial vocational education and training. The report's chapters are as follows: "Summary" (Sabine Manning); "Introduction" (Sabine Manning); "Integrated Learning Processes: Germany, Norway, Sweden" (Goran Arman et al.); "Possible Role for Synoptic Assessment within Vocational Education Pathways: England" (Alan Brown); "Facilitating Progression to Higher Education: England and the Netherlands" (Alan Brown, Trudy Moerkamp, Eva Voncken); "Tracing Careers: Austria, France, and Germany" (Henri Eckert et al.); "What the Austrian Partner Learned from the Project INTEQUAL Was Wir als Osterreichischer Partner aus dem Projekt INTEQUAL Lernen Konnten " (Monika Thum Kraft); "Lessons Learned--An English Perspective" (Alan Brown); "National Conclusions for France Conclusions Nationales: France " (Henri Eckert, Jean-Louis Kirsch); "Internal Bavarian Conclusions Schlussfolgerungen aus

Research/Technical (143)
DESCRIPTORS- Adult Education; Chinese; Educational History; Foreign Countries; Human Resources; Industry; *Job Training; *Labor Force Development; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Taiwan

In Taiwan, human resource development (HRD) is defined as the systematic education, training, and development employers provide for their employees as well as organizational development for corporations. A history of HRD development indicates that in the 1960s, the government began to implement planning measures for HRD in business and industry; in 1972, the Vocational Training Funding Regulation acknowledged enterprise responsibility for work force training; and in 1983, the Vocational Training Act specified that vocational training referred to both preservice and inservice training. Large enterprises tend to be more concerned about HRD than small and medium-sized businesses. However, there is a shortage of training professionals and there is not a high level of interest in or satisfaction among policymakers, employers, and employees. Small and medium-sized enterprises tend to hold a positive attitude toward training but are restricted by their inherent limitations. HRD must confront such external and internal influences as the following: internationalization of HRD; aging of the population; rising proportion of women; employee evaluation emphasizing personality, accountability, competency, and interpersonal relations; and changes in working content and style. Enterprise and HRD specialists must apply continuous efforts in these areas: setting up a comprehensive HRD system; drawing up an HRD policy for businesses; and strengthening training for HRD professionals. (YLB)

ED 416 415 CE 075 948

Ideas That Work in ABE Family Literacy.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Community Coll. Services.
PUB DATE- 97
NOTE- 193p.; Running Head: "Ideas That Work for ABE/GED."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Development; Adult Literacy; Child Development; Discipline; Educational Technology; Family Health; *Family Literacy; High School Equivalency Programs; *Literacy Education; Nutrition; *Parent Child Relationship; Parenting Skills; *Parents as Teachers; Portfolio Assessment; *Prereading Experience; Self Concept; Self Esteem
IDENTIFIERS- *General Educational Development Tests

This guide provides a work-in-progress family literacy curriculum. The materials are intended to be adapted to fit the parents in the specific setting. Each of 14 sections contains a number of activities that support the following ideas: documenting parents as the first teachers of their children using family portfolios; parent support time; parents as disciplinarians; parents and children interacting together; developmentally appropriate activities for parents and children; parents and children discovering who they are; parents being in charge of their own self-esteem; parents as the first teachers of their children; health and nutrition; parents and children designing family rules that work; family is appended. (EMK)

ED 416 433 CG 028 344

Silvia, E. Suyapa; Thorne, Judy; Tashjian, Christene A.
School-Based Drug Prevention Programs: A Longitudinal Study in Selected School Districts. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 171p.; For the executive summary of this report, see CG 028 342. For related documents, see CG 028 341, 343, and 345.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Education; Children; Drinking; *Drug Education; *Drug Legislation; Drug Use; Elementary Secondary Education; Outcomes of Education; *Prevention; *Program Effectiveness; *Program Evaluation; School Safety; *School Security; Student Surveys; Substance Abuse
IDENTIFIERS- Drug Free Schools and Communities Act 1986; Elementary Secondary Education Act Title IV

Establishing school-based drug prevention programs was the aim of the Drug-Free Schools and Communities Act of 1986 (DFSCA). A summary of the findings of a longitudinal study of DFSCA is presented in this report. Revitalized in 1995 as the Safe and Drug-Free Schools and Communities Act (SDFSCA), the Act's scope was extended to include prevention of violence. Programs in 19 school disericts were studied over four years by repeatedly surveying a cohort of students, beginning when the students were in grades five and six. The study's primary purpose was to assess whether drug prevention programs make a difference for youth; and, if so, what strategies were most successful. Findings reported under "Student Behaviors, Beliefs, and Attitudes about Drugs," include comparison of the two groups' responses over time, profiles of users and non-users, and "What Students Say About Drugs." Under "Home School, and Community Risk Indicators" are topics on school environment and violence; under "Drug Prevention Programs and Their Effects on Student Outcomes" are findings on program consistency and effectiveness, student participation, and "Outcomes of Prevention Programs." A summary of study findings, conclusions, data analyses, a discussion of implications, a bibliography, and a "Glossary of Analysis Variables" are provided. (EMK)

ED 416 434 CG 028 345

Tashjian, Christene A.; Silvia, E. Suyapa
Characteristics of Drug-Free Schools and Communities Act State and Local Programs: Summary of the 1993-95 State Biennial Performance Reports. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 149p.; For related documents, see CG 028 341-344.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Education; Children; *Drug Education; *Drug Legislation; Elementary Secondary Education; *Prevention; Program Evaluation; *School Districts; State School District Relationship; Substance Abuse; Surveys
IDENTIFIERS- Drug Free Schools and Communities Act 1986;

PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Grade 8; Junior High Schools; Middle Schools; *Reading Achievement; *Reading Attitudes; Reading Habits; Reading Improvement; Reading Instruction; *Reading Material Selection; Reading Motivation; Reading Research; Student Surveys
IDENTIFIERS- Gates MacGinitie Reading Tests; *Middle School Students; Self Report Measures; *Self Selection (Reading); T Test; Texas Assessment of Academic Skills; Texas (South)

A study focused on 41 eighth-grade students from a south Texas middle school who read self-selected books for 30-minute periods 5 times weekly from October 1996 to May 1997 to determine if increased reading time and book self-selection would improve their reading achievement. The study also sought to determine the students' attitudes towards reading. To determine reading achievement, a comparison was made of the 1996 and 1997 Texas Assessment of Academic Skills (TAAS) Reading scores and the pre- and posttest normal curve equivalent (NCE) scores of the Gates-MacGinitie Reading Test, Level E, Form 1. A survey determined students' attitudes towards reading after the required reading. To analyze the data, a t-test was used to determine any significant improvement in reading achievement. Results indicated there was no significant improvement in reading achievement as measured by the tests. Nonetheless, the subgroup of ESL (English as a Second Language) students did show significant gains on the TAAS Reading Test. Students' self-reported data indicated they read an average of 3.12 books in sixth grade, 4.66 in seventh grade, and 12.4 books in eighth grade. These differences were found to be statistically significantly different between grades 6 and 8 and between grades 7 and 8. Although there was no overall significant improvement in reading achievement, students' positive attitudes towards the required reading and the increase in the numbers of books read suggest that the required reading should continue, with some modifications to help ensure higher gains in achievement by all students. (Extensive tables of data are included. Contains 42 references; a sample student survey, survey results, and test results are appended.) (Author/CR)

ED 416 453 CS 013 058

Maxwell, Martha
Evaluating Individualized Reading Programs: A Bayesian Model.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bayesian Statistics; Data Collection; Decision Making; Higher Education; Probability; Program Effectiveness; *Reading Programs; *Research Methodology; Standardized Tests; Statistical Inference; Study Skills
IDENTIFIERS- Variables

Simple Bayesian approaches can be applied to answer specific questions in evaluating an individualized reading program. A small reading and study skills program located in the counseling center of a major research university collected and compiled data on student characteristics such as class, number

Overcome the Habitual and Encourage Autotelic Flow.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Activities; Creative Development; *Creative Thinking; *Creativity; Higher Education; Instructional Innovation; *Student Motivation; Writing (Composition); Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Motivation

This paper examines how pedagogical approaches in writing classrooms can better draw upon the whole of students' abilities--intellectual, affective, and creative. Many teachers know too well that students rarely respond well to writing prompts which monopolize their cognitive, linear capacities while ignoring creative strategies and affective approaches to writing and thinking. Allowing creativity to merge with pedagogical theories taps into the multifaceted resources inherent in each student. Creativity in writing instruction refers to thought processes, rhetorical approaches, and functional techniques used in writing. Functional techniques in fictional writing are matters of point of view, voice, tone, rhythm, grammar, and setting. Fictional techniques are also matters of scene, summary, and description. As instructors bring exercises into the classroom that utilize students' creative abilities, the likelihood is that their writing will become autotelic, or intrinsically motivated. They will no longer venture into a rhetorical purpose solely because the instructor tells them to do so, or because they want a good grade--they will instead dive into a writing task because it is exciting, challenging, or even fun. The more writers are able to utilize their creative capacities in producing texts, the more they will simply enjoy the task in and of itself. The more teachers encourage creative and affective approaches to writing, the more they will increase the autotelic factor in students' writing processes. (Contains eight references.) (CR)

ED 416 474   CS 216 163

Henning, Teresa
The Ethical Excesses of Expressionism: A Response to Critiques of Social Rhetorics.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Ethics; *Expressionism; Group Dynamics; Higher Education; Individualism; *Language Role; Nazism; *Rhetoric; *Rhetorical Criticism; *Writing Instruction; Writing Processes
IDENTIFIERS- Agency Theory

Social rhetorics have historically and recently been criticized on ethical grounds. According to Kurt Spellmeyer, Cultural

and Counselors.
PUB DATE- 89
NOTE- 135p.; Foreword by Dr. Gerald G. Jampolsky.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Art Activities; Creative Expression; Creative Writing; Diaries; Elementary Secondary Education; Free Writing; *Individual Development; *Journal Writing; Personal Narratives; Preschool Education; Self Concept; *Self Expression; Student Development; *Student Journals; Student Motivation
IDENTIFIERS- *Authorship

Intended as a practical guide for parents, counselors, and teachers, this book contains basic principles and techniques to guide children in journal-keeping. The book is fully illustrated with examples from children's journals. The exercises are designed for use with very young children (preschool and kindergarten) as well as with elementary and junior high school students. The youngest contributor in the book was under three years old; the oldest was 15. The book's 72 exercises for journal keeping provide activities in drawing and writing which encourage students to: (1) express feelings and thoughts; (2) feel comfortable about writing and drawing; (3) acquire the habits of self-observation and reflection; (4) foster a positive self-image; (5) exercise imagination; (6) learn to communicate; (7) strengthen attention span and concentration; (8) enrich academic skills; and (9) find strength and wisdom within. (CR)

ED 416 492 CS 216 199

Valencia, Sheila W.
Literacy Portfolios in Action.
PUB DATE- 98
NOTE- 352p.; "In collaboration with Lynn Beebe, Sue Bradley, Robin Carnahan, Marla English, Nancy Place and Phyllis Richardson."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Literacy; Parent Teacher Cooperation; *Portfolio Assessment; Portfolios (Background Materials); Program Implementation; Reading Achievement; Self Evaluation (Individuals); *Student Evaluation; *Writing Evaluation
IDENTIFIERS- Teaching Perspectives

Intended for new and experienced teachers in grades K-8, this book takes readers through a process of thinking about how to put portfolios into action. The book models a process for making decisions about the type of portfolio, what to place in it, how to structure the interactions with it, and how to use it to evaluate student progress and report to others. It also emphasizes using portfolios rather than simply collecting student work. Chapters in the book and authors are (1) "Why Portfolios? Assessment Principles and a Portfolio Definition" (Sheila W. Valencia); (2) "Designing a Portfolio System" (Sheila W. Valencia); (3) "Managing Portfolios: Moving from Collections to Portfolios" (Robin Carnahan); (4) "Collecting and Understanding Reading Performance" (Sue Bradley); (5) "Collecting and Understanding Writing Performance" (Lynn Beebe); (6) "Engaging Students in Self-Reflection and Self-effects of racism and stereotyping, this paper summarizes two "powerful and engaging" texts that illustrate the standpoint of African-Americans in the United States. It begins with a summary of "Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High" by Melba Pattillo Beals, which describes in detail the physical and mental abuse suffered by nine African-American high school students who integrated Little Rock's Central High School in 1957. It then discusses "Life on the Color Line: The True Story of a White Boy Who Discovered He Was Black" by Gregory Howard Williams, currently Dean of the Ohio State University College of Law, who at the age of 10 learned that his father was of African-American descent. The paper concludes that students can gain a glimpse of the challenges faced by persons of other races and classes by being exposed to such autobiographies; the power of standpoint theory cannot be overlooked. (RS)

ED 416 514 CS 509 705

Ratliff, Gerald Lee
Reader's Theatre in Performance: Creative Classroom Concepts.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Dramatics; Elementary Secondary Education; Literature Appreciation; *Production Techniques; *Readers Theater; *Student Participation
IDENTIFIERS- *Drama in Education

With five basic exercises presented in this paper as a guide, instructors and students can gain an immediate awareness of the performance and staging principles in Reader's Theatre which may be used creatively to visualize literature so that it becomes "alive" in the imagination of the readers as well as the listener. The paper begins with a discussion of selected conventions which distinguish Reader's Theatre from more typical theatrical productions and make it educationally valuable for classroom exploration. The exercises provide the foundation needed to promote further experimentation. Each exercise is framed as a working blueprint to stimulate student awareness of the basic principles of Reader's Theatre staging; to provide the primary ingredients of vocal and physical performance demands; and to stimulate initial appreciation of the mechanics involved in bringing a scripted program of selected literature "alive" in classroom performance. Exercises are entitled "Sardines Today!"; "Book Ends"; "I Beg Your Pardon, What Did You Say?"; "Vocal Traffic Jam"; and "The Body Beautiful!" (RS)

ED 416 515 CS 509 708

Hanson, Trudy L.
Preparing College Professors for Successful Teaching Careers.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

media's powerful place in the social construction of people with disabilities may become a positive, rather than negative, force, and the future research of communication scholars must be focused on assessing this potential change. (Contains 12 notes.) (NKA)

ED 416 535 CS 509 731

Burnett, Ann; Olson, Clark D.
The Dark Side of Debate: The Downfall of Interpersonal Relationships.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Debate; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Research Needs; Student Participation
IDENTIFIERS- Compliance Gaining; Uncertainty Reduction

Debaters are trained to think differently from others, and while that type of thinking might be useful, it can be detrimental to interpersonal relationships. Participation in debate creates a unique standpoint, which, in turn, plays havoc with a debater's ability to cope with uncertainty, encourages second-guessing, impedes rather than fosters dialectical thinking, rewards unidimensional compliance-gaining strategies, and focuses on depth over breadth in self-disclosure. Uncertainty reduction theory, in this context, works on two levels--the debater might cross the line of social appropriateness, badgering his/her partner with questions until the relationship terminates, or, the student might never feel he/she has enough information to reduce the uncertainty. Debaters are taught that no statement is completely truthful and every statement should be second-guessed. Debaters tend to use argument and reason-giving to gain compliance. Debaters might attempt to win an "interpersonal" position just to win, merely for the ego satisfaction of winning without concern for the larger bearing on the relationship. By investing in a position, argument, or side, the thinking of those in debate becomes polarized, exactly the opposite of the pluralism that is necessary for interactional competence. Social penetration theory helps explain why debaters' relationships tend to decline--decreased intimacy is associated with increased depth, presumably due to the discussions individuals have when a relationship is terminating. Continued research on the longitudinal effects of debate training must be undertaken to assess the health and success of interpersonal relationships. (Contains 45 references.) (RS)

ED 416 536 CS 509 732

Kaye, Stan
The Training of Undergraduates in Theater Technology and Design: What the Industry Expects.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English

Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Communication Problems; *Film Study; Films; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; *Mass Media Use; Sex Differences; *Sex Role; Sex Stereotypes; Television Viewing; Videotape Recordings
IDENTIFIERS- *Controversial Topics; *Gender Issues; Sexual Attitudes; Textual Analysis

This paper discusses the merits and limitations of using both fiction and nonfiction films and videos to teach issues related to gender (especially issues of appearance, dieting, aging, abuse, rape, and power relationships between the sexes) in gender communication courses (and by extension, other communication courses, such as interpersonal communication). The paper explores the benefits and problems associated wit the use of controversial media in such classes, especially media texts which have generated debates about gender in the popular press. Such media texts include various feature films (e.g. "Thelma and Louise," "The First Wives Club," "The Accused," "The War of the Roses," "The Color Purple," "In the Company of Men"; television series (e.g. "Absolutely Fabulous," "Roseanne"); and documentary videos (e.g. "Dreamworlds II" and "Slim Hopes"). Limiting discussion to a selected few of the above (for manageability), the course can explore objectives and strategies for using controversial media, including dealing with student resistance and/or emotional responses, based on experiences in using these and other media texts in communication classes. Contains 56 references. Sample questions for use in class for "Absolutely Fabulous," "Slim Hopes," "Thelma and Louise," and "Dreamworlds II" are appended. (Author)

ED 416 556 CS 509 755

Kramer, Michael W.; Pier, P. M.
A Holistic Examination of Students' Perceptions of Effective and Ineffective Communication by College Teachers.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Communication Research; Focus Groups; Higher Education; Q Methodology; *Student Attitudes; *Student Evaluation of Teacher Performance; Tables (Data); Teacher Behavior; *Teacher Competencies; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Communication Behavior; Teaching Research

The first phase of this research used focus groups of current students to identify characteristics of effective and ineffective teachers. The second phase used q-methodology to have students holistically describe effective and ineffective teachers in small and large classes. Results suggest that there are different types of effective and ineffective teachers rather than one type and that there are few differences between teachers of small and large classes. Overall, findings suggest

makers should use some of the marketing techniques learned from the private sector to "sell" the schools to the client system (the citizens being asked to support schools) and to use these same techniques to help identify the mission, scope, and product of the public schools. Educational marketing provides a method by which school board members, school superintendents, school principals, lawmakers, and educational agencies might market their product to consumers. Education is a product, as well as a service, that can be measured, evaluated, and marketed. In order to define this product educators must place themselves in the minds of the "buyer" and consider the services that the public wants from schools. Ways are provided to promote education, how to develop client awareness, and how to develop a marketing plan. The latter includes tips on strategic marketing planning, ways to forecast educational market demand, and suggestions on analyzing product volume. (RJM)

ED 416 576 EA 028 896

Grant, Jim
Retention and Its Prevention: Making Informed Decisions about Individual Children.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Failure; Adolescents; Children; Developmental Delays; Elementary Secondary Education; *Grade Repetition; *High Risk Students; *Intervention; Politics of Education; School Holding Power; *Student Promotion

What should educators do with students who do not meet standards? Ideas and strategies that educators can use to answer this question are outlined in this book. Rather than relying on forced social promotion, schools can and should offer students a variety of helpful options, such as remaining in the same classroom with the same teacher for another year. The absolute key to the success of these extra-time programs is making informed decisions about the specific needs of individual children. The book sets the stage by providing an overview of school systems, focusing on the politics and economies of schools. The book describes the kinds of children now going to school and the many challenges these students face in their personal lives. The individualized rates of learning that all students exhibit are covered along with the dilemma of when to start a child in school. For students having difficulty, there are a number of strategies, such as extra-time intervention and same-grade accommodation. If a child needs to be retained, there are various factors, such as developmental readiness, to consider. There is a "right way" to retain a child and communication is important. (Includes an index.) (RJM)

ED 416 577 EA 028 898

Intermediate Units in Pennsylvania: The Role of Educational Service Agencies in Promoting Equity in Basic Education.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Speech); *Communication Disorders; *Communication Skills; Curriculum Guides; Educational Objectives; Elementary Secondary Education; *Individualized Education Programs; *Instructional Design; Language Acquisition; Listening Skills; Morphology (Languages); Phonology; Pragmatics; Preschool Education; Problem Solving; Semantics; *Student Educational Objectives; Syntax; Thinking Skills; Vocabulary Development

This book is intended to serve as a reference and guide for professionals developing Individualized Education Programs (IEPs) and planning lessons for children with communication disorders. The guide has nine sections related to areas of communicative difficulty. Each section is organized into 2 to 19 yearly objectives, under which are lists of classroom and individual objectives. The nine chapters address: (1) pre/early language (sample yearly goals of two-word utterances); (2) vocabulary and semantics (sample goals concern verbs, definitions, synonyms, analogies, figurative language); (3) syntax and morphology (sample goals consider articles, plurals, future tense verbs, wh-questions, and written expression); (4) pragmatics (conversational skills, classroom communication skills, and school survival skills); (5) thinking and problem solving (question comprehension and critical thinking); (6) listening for information (auditory discrimination and memory, auditory closure and sound blending, oral directions); (7) articulation (the traditional approach and a phonological process approach); (8) voice; and (9) fluency. An appendix gives examples of sentence types. (Contains 25 references.) (DB)

ED 416 596 EC 306 144

Pierangelo, Roger; Crane, Rochelle
Complete Guide to Special Education Transition Services: Ready-to-Use Help and Materials for Successful Transitions from School to Adulthood.
PUB DATE- 97
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Disabilities; *Education Work Relationship; Estate Planning; Federal Aid; Federal Programs; Financial Support; *Independent Living; Individualized Education Programs; Insurance; Interpersonal Competence; Leisure Education; Place of Residence; Postsecondary Education; Recreational Activities; Secondary Education; Sex Education; Sexuality; Special Education; *Student Development; *Transitional Programs; Transportation; Vocational Education

This book is intended to provide a comprehensive guide to the transition of students from special education programs into adulthood. The 13 chapters address the following specific issues, with sample sub-topics indicated in parentheses: (1) fundamentals of transition services (self-determination, people with disabilities or difficulties in learning in community life will be seriously jeopardized unless segregated education is reduced and ultimately ended; and (7) the necessity for central and local governments to do all in their power to work toward the goal of a desegregated education system. (DB)

ED 416 614 EC 306 164

Torrance, E. Paul; Goff, Kathy; Satterfield, Neil B.
Multicultural Mentoring of the Gifted and Talented.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; Creativity; *Cultural Differences; *Disadvantaged Youth; Elementary Secondary Education; Evaluation Methods; Family School Relationship; *Gifted; Helping Relationship; Intergenerational Programs; Interpersonal Relationship; Learning Strategies; *Mentors; *Minority Group Children; Poverty; Program Development; Student Characteristics; *Talent

This guide offers guidance for mentoring programs and relationships serving gifted and/or talented students from multicultural and/or disadvantaged environments. After an introductory chapter which defines the mentor concept, Chapter 2 considers the mentoring relationship, racial/cultural differences, characteristics of economically disadvantaged children and their families, and examples of creative positives such children may exhibit. Chapter 3 examines mentoring factors, including the mentor treatment of those being mentored, obstacles to mentoring relationships, gender differences, and multicultural awareness. Chapter 4 considers learning strategies such as the incubation model, brainstorming, provocative questioning, and role playing. Chapter 5 examines positives of mentoring for both mentors and those being mentored, and Chapter 6 discusses intergenerational mentoring relationships. The seventh chapter discusses the mentor's role as liaison between family and the school system and the eighth chapter offers guidelines for evaluation and feedback for creative ideas and products. Chapter 9 looks at ending the mentoring relationship and the last chapter gives examples and ideas for mentor programs. Appendices offer materials, resource lists, and examples. (Contains 42 references.) (DB)

ED 416 615 EC 306 165

Meeting Special Educational Needs: CSIE Summary of Part 4 of the Education Act 1996. Revised January 1997.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Disability Identification; Due Process; *Educational Legislation; Elementary Secondary Education; Foreign Countries; *Individualized Education Programs; Parent Participation;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Disabilities; Educational Assessment; Educational Policy; *Graduation Requirements; Guidelines; High Schools; *Minimum Competency Testing; National Surveys; *State Standards; Student Evaluation
IDENTIFIERS- *Testing Accommodations (Disabilities)

This study analyzed the written accommodation guidelines for students with disabilities in 18 states (Alabama, Florida, Georgia, Hawaii, Louisiana, Maryland, Michigan, Mississippi, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, South Carolina, Tennessee, Texas, and Virginia) that use graduation examinations. Each state uses a different test; 12 include a writing sample; and all states, with the exceptions of Nevada and North Carolina, have criterion-based tests. A variety of accommodations are allowed when students with disabilities take the exams. A common general guideline is that testing accommodations should be consistent with accommodations used by the student for classroom instruction. Analysis of specific accommodations are organized into four groups: (1) format/equipment accommodations (such as Braille or sign language); (2) scheduling accommodations (extended time, multiple sessions, breaks); (3) setting/administration accommodations (individual administration, interpretation of directions); and (4) response accommodations (use of proctor or scribe, machine, writing responses in test booklet). Most states did not indicate whether the testing results of students using accommodations would be included in the local or state statistics. Guidelines were also rated for clarity, inclusiveness, and organization. Among four recommendations to states are that clear definitions and explanations of each acceptable accommodation should be provided. (DB)

ED 416 633 EC 306 184

Thurlow, Martha; Hurley, Christine; Spicuzza, Richard; Erickson, Ronald
Resources: Students with Disabilities in National and Statewide Assessments. State Assessment Series: Minnesota Report 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Educational Assessment; Educational Policy; Elementary Secondary Education; Legal Problems; *Psychometrics; Research Needs; Statistical Analysis; Student Attitudes; *Student Evaluation; Teacher Attitudes; Test Reliability; Test Validity; Testing Problems; Testing Programs
IDENTIFIERS- *Testing Accommodations (Disabilities)

This bibliography provides abstracts of 28 recent (most were published since 1993) books, journal articles, and other documents concerned with testing accommodations for students with disabilities. The emphasis was on studies examining the effects of testing accommodations on the technical integrity of assessment measures. However, the bibliography notes that, currently, comprehensive empirical studies of the effects of testing accommodations are still noticeably absent from the literature, but that three federally supported projects are currently addressing issues related to the assessment of students with disabilities. The literature reviewed is organized into four sections: (1) empirical studies of testing

Syndrome is; whether taking aspirin, especially by children, causes Reye's Syndrome; the incidence of Reye's Syndrome (approximately one per one million individuals in the United States currently); warning signs of Reye's Syndrome; the importance of early diagnosis; treatment of Reye's Syndrome; and sources of additional information. (DB)

ED 416 654 EC 306 226

Bruder, Mary Beth
Preservice and Inservice Training for Early Intervention Collaboration: Across Agencies, Professionals and Families. October 1, 1993 to September 30, 1997. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 343p.; For related documents, see EC 306 227-228.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Change Strategies; Delivery Systems; *Disabilities; *Early Intervention; Evaluation Methods; Faculty Development; *Family Involvement; Higher Education; Individualized Family Service Plans; Infants; Inservice Teacher Education; Interdisciplinary Approach; *Interprofessional Relationship; Parent Teacher Cooperation; Preschool Children; Preschool Education; Preservice Teacher Education; Staff Development; Teacher Collaboration; Teacher Education; Teaching Models; Toddlers

This report describes the activities of a personnel preparation special project which developed, implemented, and evaluated a training model focusing on materials and collaborative activities necessary for effective delivery of early intervention. The collaborations focused on three areas: interagency collaborations, cross-disciplinary collaborations, and family collaborations. Within each of these areas, a number of sub-areas were highlighted. Interagency collaborations emphasized the service coordination and transition process. Cross-disciplinary collaborations included the assessment and service delivery process. Lastly, family collaborations centered around the development of Individualized Family Service Plans and the use of family support strategies. The training materials and activities developed were targeted at two audiences, early intervention staff and faculty from institutions of higher education. The training activities and materials were piloted with both target audiences in Connecticut during the first two years of the project, and the model was available for national dissemination during the third year. Evaluation focused on the training materials, training activities, trainee outcomes, and program impact. The report includes the service providers' inservice manual, preservice higher education manuals, participant data, and a dissemination list. (Contains 92 references.) (CR)

ED 416 655 EC 306 227

Bruder, Mary Beth
Collaboration: Putting the Puzzle Pieces Together.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 113p.; For related documents, see EC 306 226-228.
LANGUAGE- English

Language Research; *Learning Strategies; Second Language Instruction; Second Language Learning; *Second Languages; Skill Development; *Study Skills

This review of literature and discussion focus on the explicit training of second language learners in learning strategies and techniques. The history of learner training--teaching how to learn-in second language instruction is traced from the early 1900s, and its goals (educational, personal, and social) are outlined. Metacognitive strategies (planning, monitoring, and evaluating skills) and affective strategies the individual can use to manage learning, strategies for processing learning, and the knowledge (person, task, and strategic) needed to understand the learning process are explained. Suggestions are made for curriculum developers and teachers wishing to design learning plans to promote autonomous learning. These include deciding on the priority to be given to learner training, whether to separate learner training from language training, and incorporating learner training with the pedagogical task and/or at the level of syllabus design. A variety of indirect and direct methods for implementing learner training are then described. Roles of teacher and learner in these processes are also examined. Contains 134 references. (MSE)

ED 416 674 FL 025 063

Rossell, Christine H.; Baker, Keith
Bilingual Education in Massachusetts: The Emperor Has No Clothes. Book Summary. Pioneer Paper No. 10.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; Book Reviews; Change Strategies; Costs; *Educational Change; Educational Needs; Identification; *Limited English Speaking; Program Design; Program Effectiveness; Public Opinion; *State Programs; Student Characteristics; *Transitional Programs
IDENTIFIERS- *Massachusetts

The book "Bilingual Education in Massachusetts: The Emperor Has No Clothes" is summarized. The summary outlines the demographic situation of the limited-English-proficient (LEP) population and the status of bilingual education in the state, within the context of existing legislation. Issues in the debate over availability and type of bilingual education to be provided are examined, and current instructional approaches and techniques are noted. Differences in program provision that are linked to language group are discussed, and research concerning the effectiveness of bilingual education is reviewed briefly. Three additional issues discussed include the identification and transitioning of eligible students, costs of transitional programs, and public opinion on bilingual education. Eight recommendations are made for regulatory and legislative reform to improve educational programs for LEP students: freeing school districts from legal obligation to provide native language instruction; increasing LEP population size needed to trigger a self-contained classroom; requiring parent consent for enrollment in self-contained classroom; requiring English language fluency for LEP program teachers; changing entry/exit criteria for self-contained classrooms; eliminating specific class-size ceilings; better research; and improved program structure. (MSE)

ED 416 675 FL 025 069

program and offers specific suggestions for early childhood teaching. Subsequent sections detail the content of each day's program, including background on bilingual and ESL general and special education programs, ESL assessment techniques in special education, methods for facilitating language development, ESL instruction through art/music/multicultural literature, development of a cooperative relationship with culturally diverse parents and caregivers, different approaches to ESL instruction, adaptations and strategies for ESL in the content areas, individualized education programs, sample ESL lessons, and the teacher-paraprofessional partnership. A reference section contains an ESL bibliography, list of educational services for LEP students, notes on Bloom's taxonomy and LEP students, notes on curricular and instructional adaptations for ESL in special education. (MSE)

ED 416 694 FL 025 099

English as a Second Language Professional Development Manual for Special Education Teachers. Upper Elementary Level.
PUB DATE- 94
NOTE- 199p.; For related documents, see FL 025 098-101.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Bilingual Education; Caregivers; Classroom Techniques; Elementary Education; *English (Second Language); Individualized Education Programs; *Inservice Teacher Education; Interprofessional Relationship; Language Tests; Multicultural Education; Music Activities; Paraprofessional School Personnel; Parent Teacher Cooperation; Professional Development; Second Language Instruction; *Special Education; *Special Education Teachers; *Staff Development; Teaching Methods; Testing
IDENTIFIERS- Blooms Taxonomy; *Content Area Teaching; New York City Board of Education

The manual provides a framework for two days of training in English-as-a-Second-Language (ESL) instructional methods for monolingual special education teachers at the upper elementary level in New York City (New York) schools. The materials help teachers without ESL certification provide mandated ESL services to Limited-English-Proficient (LEP) students in all special education settings. An introductory section outlines the underlying philosophy, approach to instructional programming, and suggestions for classroom management. A second section outlines the design and objectives for the two-day program. Subsequent sections detail the content of each day's program, including background on bilingual and ESL general and special education programs, ESL assessment techniques in special education, methods for facilitating language development, ESL instruction through art/music/multicultural literature, development of a cooperative relationship with culturally diverse parents/caregivers, different ESL instructional approaches, adaptations and strategies for ESL in content areas, individualized education programs, sample ESL lessons, the teacher-paraprofessional partnership, and peer coaching. A reference section contains an ESL bibliography, list of educational services for LEP students, notes on Bloom's taxonomy and LEP students, notes on curricular and instructional adaptations for ESL in special education, charts of ESL structures, themes, and functions, and glossary. (MSE)

ED 416 695 FL 025 100

Comparing Native and Nonnative Speakers' Error Correction in Foreign Language Writing.
PUB DATE- 97
NOTE- 15p.; For related document, see FL 025 212.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Editing; *Error Correction; Higher Education; Language Research; *Native Speakers; Second Language Instruction; *Second Languages; *Teacher Behavior; *Teaching Assistants; *Writing Instruction

A study investigated differences in native and non-native French speaking teachers' patterns of error correction of second-year students' compositions. Subjects were eight university teaching assistants (TAs), four native speakers of French and four non-native speakers. Data were drawn from photocopies of all students' corrected compositions (n=220) on a common topic, with common essay parameters. Analysis of marking and teacher comments on the essays focused on differences in the number of corrections by different TAs, categories of errors corrected, and attention paid to essay content. TAs also completed questionnaires and were interviewed concerning their error correction procedures. Results indicate that both native speakers and non-native speakers attended carefully to all error categories (verb, noun, spelling, pronoun). While most of the TAs stated that they graded compositions on both grammatical accuracy and content, none made any comments about whether the essay was interesting or not, original or unimaginative, or well or poorly organized. Implications for TA preparation, error correction, and classroom instruction are examined. Questionnaire and interview questions are appended. Contains 12 references. (MSE)

ED 416 716 FL 025 214

Madden, Matt; Moore, Zena
ESL Students' Opinions about Instruction in Pronunciation.
PUB DATE- 97
NOTE- 18p.; For related document, see FL 025 212.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *English (Second Language); *Error Correction; Ethnic Groups; Higher Education; *Language Attitudes; Languages; Majors (Students); *Pronunciation; *Pronunciation Instruction; Second Language Instruction; Sex Differences; Student Attitudes; Student Characteristics

A study investigated the attitudes of learners of English as a Second Language (ESL) concerning pronunciation as a part of their language learning experience. It also examined differences across gender, native languages, and majors. Subjects were 49 intermediate-level ESL students at a large university, approximately half of them male and half female, from a wide range of language backgrounds. A questionnaire elicited biographical information and data on language learning histories, personal attitudes about pronunciation, and pronunciation correction in and outside the classroom. Results indicate no statistical differences between men and women, although men reported slightly higher anxiety about pronunciation and correction. It was predicted that speakers of non-Indo-European languages would respond more negatively to pronunciation instruction and correction than speakers of Indoused to trace the leader's own thinking and the strategies used to address this dilemma. A structured case discussion method was ultimately developed, based upon Dewey's (1910) framework of reflective thought. This framework is based on recognition of a difficulty, its location and definition, suggestions of possible solutions, development by reasoning of the bearings of the suggestion, and further observation and experiment leading to the acceptance or rejection of the suggestion. Using this method, one of the interns would present a problem or situation that would be discussed in detail by the group, that would offer suggestions or comments based on the members' own experiences, without making judgments about the exact nature of the problem. (MDM)

ED 416 736 HE 030 782

Watson, Richard A.
Good Teaching: A Guide for Students.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; College Faculty; *College Instruction; College Students; *Educational Attitudes; Graduate Study; Higher Education; *Learning Experience; Publish or Perish Issue; Self Management; *Teacher Effectiveness; *Undergraduate Study

This book is a guide to students on the nature and quality of teaching at colleges and universities. It discusses the need for students to take responsibility for their own learning at the college level and not depend on college professors to "teach" them everything they need to know. The book notes that most professors have had little or no formal training in teaching, and that at most universities professorial research is emphasized (and rewarded) more than teaching. It goes on to explain the structure of colleges and universities and the growing trend that emphasizes research over teaching at most institutions. Despite this dichotomy between research and teaching, the book points out that the best researchers are often the best teachers, in that they are the most committed to their discipline and therefore have the most to offer diligent students. It suggests that students select a major that they really like and take courses taught by professors from whom they can learn the most and not necessarily those who are most popular. (Contains 12 references.) (MDM)

ED 416 737 HE 030 783

Eiche, Keith; Sedlacek, William; Adams-Gaston, Javaune
Using Noncognitive Variables with Freshmen Athletes.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Advising; *Athletes; *College Freshmen; Community Involvement; Higher Education; Knowledge Level; *Leadership; Long Range Planning; *Predictor Variables; Racial Bias; Self Concept; *Self Evaluation (Individuals); Teaching Methods

ED 416 756 HE 031 002

Pickrell, John A.
Enhancing Large-Group Problem-Based Learning in Veterinary Medical Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Clinical Diagnosis; Clinical Experience; *Computer Assisted Instruction; Higher Education; Large Group Instruction; *Medical Case Histories; Problem Solving; *Veterinary Medical Education; *Videotape Recordings
IDENTIFIERS- Kansas State University

This project for large-group, problem-based learning at Kansas State University College of Veterinary Medicine developed 47 case-based videotapes that are used to model clinical conditions and also involved veterinary practitioners to formulate true practice cases into student learning opportunities. Problem-oriented, computer-assisted diagnostic programs were also modified to help veterinary students increase their skills in differential diagnosis. The study was also successful in evaluating the neurological problem-space of third-year veterinary students, both in initial groups and subsequently as individuals, distinguishing skilled from novice diagnostic reasoning. The study found that problem-based learning fostered significant advantages and increased student confidence and in-depth learning. Disadvantages included reduced breadth of learning, considerable time requirements, and significant ambiguity. Twelve of the tapes are being used at two other veterinary schools. Sections of the report are devoted to an extensive list of the tapes produced and in production; a bibliography of materials produced by the project, in addition to the project overview, purpose, background and origins, and detailed evaluations and findings. Appendices include "Evaluator Analysis of Interviews" (John Pickrell, Susan Santos, David Balk) undertaken with 35 veterinary medicine students, predominantly in their junior and senior years. (Contains 142 references.) (SW)

ED 416 757 HE 031 003

Van Sickle, Shaila; Mehs, Doreen
A Model for an Integrated Learning Community.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *College Freshmen; Cooperative Learning; Educational Innovation; Higher Education; Integrated Curriculum; *Interdisciplinary Approach; Learning Experience; School Holding Power; *Student Participation; *Teamwork
IDENTIFIERS- Fort Lewis College CO

Fort Lewis College (Colorado) developed a 17 credit,

The Freshman Year Initiative: Creating Academic Communities for Students and Faculty at a Commuter College.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; College Faculty; *College Freshmen; Higher Education; Organizational Change; Program Development; *Student Development; Teacher Role; Teaching Assistants
IDENTIFIERS- *City University of New York Queens College

This final report describes activities and accomplishments of a 3-year program, the Queens College (New York) Freshman Year Initiative (FYI), which emphasizes the importance of the academic community and the role of faculty in integrating freshmen into the college community. The program has become institutionalized and currently involves 600 freshmen (two-thirds of the 1996 entering class), 24 upper-class teaching assistants, and 60 faculty from 22 departments across all divisions of the college. The major accomplishments are seen to be: (1) creation of a freshman class integrated into the academic and cultural life of the college; (2) involvement of full- and part-time faculty in the common enterprise of teaching freshmen; (3) institutional change that integrates all academic programs and support services affecting freshmen; and (4) a changed ethos that makes teaching freshmen a valued endeavor. Evidence of the program's success include establishment of a new office for the on-going program and formation of a new Provost's Steering Committee on Freshmen. Individual sections of the report include an overview; the project's purpose, background and origins, and major activities; and an evaluation. Appendices include an article on the FYI, the FYI schedule, reports from a faculty member and a teaching assistant, an informal evaluation report (Thomas Frosch), and a brochure. (DB)

ED 416 775 HE 031 021

Hixson, Adalyn, Ed.; Gilroy, Marilyn, Ed.
The Hispanic Outlook in Higher Education, 1996-97.
PUB DATE- 97
NOTE- 413p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Career Choice; Community Colleges; *Diversity (Student); *Educational Needs; Educational Policy; Educational Technology; Females; Graduate Study; *Higher Education; *Hispanic Americans; Males; Mexican Americans; Minority Groups; Program Descriptions; Puerto Ricans; *Spanish Speaking; Student Recruitment; Undergraduate Study
IDENTIFIERS- *Hispanic American Students; Latinos

This document consists of all of Volume 7 (26 issues) of the journal, "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue presents several feature articles, a policy update called "Outlook on Washington," and a sample student success story. Major articles address the following topics: public relations, the Mexican American cultural mosaic, of four instructional interventions incorporated within the course syllabus during the Instructional Design Module. Lessons covered use of the Internet/Web, introduction to instructional design, and writing objectives. In using Internet-based instruction, Designer's Edge provided the framework for learning the concept of writing objectives. Information Mapping of Web pages involved the participant in active learning with feedback on writing objectives. Two types of dependent measures were used: an achievement test for use as pretest/posttest and an attitude survey. Multivariate and univariate analyses of covariance were used to answer research questions. Findings confirmed that good design of Internet-based instruction improved student achievement of learning outcomes. The effects of structure were also significant. Recommendations for further research were made. (Contains 43 references.) (YLB)

ED 416 318 CE 075 663

Olsen, Dale E.
Interview and Interrogation Training using a Computer-Simulated Subject.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Interservice/Industry Training, Simulation and Education Conference (19th, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Computer Assisted Instruction; *Computer Simulation; *Computer Software Development; Courseware; *Interviews; Job Training; *Law Enforcement; Multimedia Instruction; Police; Police Action; *Police Education; Postsecondary Education; *Questioning Techniques
IDENTIFIERS- *Interrogation; *Interrogation Techniques

Interactive, multimedia software involving a simulated subject has been created to help trainees develop interview and interrogation techniques using personal computers, because practice interviews are not always realistic and are too expensive. New and experienced law enforcement agents, among others, need such extensive training in techniques for interviewing and interrogation. However, it is often difficult for the student to practice those techniques before putting them to use in investigative work. When the software program is started, the user can select one of two options: the online manual or the interview. Although the trainee must select questions from a predetermined list, the available questions are many. Users are required to observe both verbal and nonverbal behavior and to make well-reasoned decisions. Chances to make errors are presented at every decision point. The simulated subject responds differently each time the system is used and will sometimes be deceptive or truthful. Even the truthful subject reacts to questions and shows signs of deception. The goal of the trainee is to navigate the subject through different behavioral states and then determine if the subject is truthful. Perhaps the most interesting feature of the system is the modeling codes contained in the script. For each question, there is a list of key words, a question code, a mood value, a rapport value, and an information value. Scores are used to evaluate student performance. (YLB)

ED 416 319 CE 075 665

of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points dealing with workers' basic rights, employment strategies, long-term work life planning); sample learning activities; list of 16 print and organizational resources and 16 commercial ESL textbooks; resource sheets; sample lesson plan; transparency master; reading and numeracy activities related to the problem of choosing a job; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: identify deductions listed on a paycheck stub; estimate net earnings based on hours worked, wage, rate, and deductions; analyze individual interests, aspirations, and concerns; and plan for future job changes. Included in the lesson plan are the following: objectives, a description of target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

ED 416 339 CE 075 759

Kissam, Ed; Dorsey, Holda
Women's Work Issues. Tierra de Oportunidad Module 2. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 33p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Employed Women; Employment Practices; *Employment Problems; *English (Second Language); *Functional Literacy; Immigrants; Integrated Curriculum; Labor Legislation; Learning Modules; Lesson Plans; *Literacy Education; Numeracy; Problem Solving; Sexual Harassment
IDENTIFIERS- *California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on the problems faced by immigrant women in their work lives and legal provisions to protect employed women. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points dealing with basic rights, strategic thinking, and decision making); sample learning activities; list of 8 organizational and print resources and 16 commercial ESL textbooks; resource sheets; sample lesson plan; transparency masters; learning activities and student handouts concerning sexual harassment and other women's work issues; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: be able to discuss work conditions with coworkers, engage in role play activities simulating communication with supervisors, and devise ways to address sexual harassment situations. Included in the lesson plan are the following: objectives, a description of target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

ED 416 340 CE 075 760

Kissam, Ed; Dorsey, Holda

resources, apply key word search features, locate information about an issue, express personal opinions, listen to others' opinions, analyze points of agreement and disagreement, and negotiate and compromise. (YLB)

ED 416 358 CE 075 778

Kissam, Ed; Dorsey, Holda
Transferring Professional Skills, Degrees, or Credentials from One's Native Country. Tierra de Oportunidad Module 21. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 27p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; Career Planning; *Credentials; *Educational Certificates; English (Second Language); Higher Education; Immigrants; *Job Skills; Learning Modules; Lesson Plans; *Licensing Examinations (Professions); Literacy Education; Occupational Information
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses transferring professional skills, degrees, or credentials from one's native country. The basic career planning and job search principles are relevant to learners at all educational levels. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives, learners and context, room setup, to bring, to do ahead, media used, and steps. The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: analyze skills, licenses, and education requirements for a job; analyze own skills and education; locate information on professional organizations and licensing authorities; and prepare a career plan of action. (YLB)

ED 416 359 CE 075 779

Kissam, Ed; Dorsey, Holda
Dealing with Law Enforcement Authorities. Tierra de Oportunidad Module 22. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 30p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; *Driving While Intoxicated; English (Second Language); Immigrants; *Law Enforcement; Laws; Learning Modules; Lesson Plans; Literacy Education; Police; *Police Community Relationship

conceptions of learning outcomes and related issues; membership of the FEDA colloquium and consultative group; FEDA specification of learning outcomes; and sample forms. The bibliography lists 20 references. (MN)

ED 416 377 CE 075 847

Galusha, Jill M.
Barriers to Learning in Distance Education.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; *Distance Education; Learning Processes; Teacher Qualifications

Distance learning is an excellent method of teaching adult learners because they need flexibility to contend with competing priorities. Adult learning is not without problems, however, such as loss of motivation because of lack of face-to-face contact with teachers and peers, potentially prohibitive start-up costs, and lack of faculty support. In addition to these barriers to distance learning, a literature review found that learners involved in distance education are more likely to have insecurities about the following: learning, self-evaluation problems, lack of support services such as tutors and technical assistance, feelings of isolation, and inexperience with this mode of learning, which leads to academic problems. Faculty barriers to distance learning include lack of training in course development and technology, lack of support for distance learning, and inadequate faculty selection for distance learning courses. Organizational barriers include infrastructure, lack of technology, course curriculum, and student evaluation. Research aimed at countering these problems should be undertaken so that distance learning, which can be a valuable learning method, can be carried on more effectively. (Contains 27 references.) (KC)

ED 416 378 CE 075 848

Galusha, Jill M.
Principles of Training and of Adult Education: A Comparison.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Students; Andragogy; Continuing Education; *Educational Philosophy; *Educational Principles; Learning Activities; Learning Processes; Learning Theories; Teaching Methods; *Training

Training represents a significant portion of the adult education market, yet many believe the principles of training are not aligned with principles of adult education. A literature review supports the inclusion of training within the adult education field by comparing their respective philosophies and aims, their assumptions about adult learners and the learning process, and the role that teachers play in each. It concludes that the level of success of any adult learning experience is contingent on a collaboration of learner, facilitator, and methods. Organized adult learning activities that adhere to andragogical principles must be considered adult education even if those activities are termed "training." It may be time for adult education professionals to abandon the line of

Bayerischer Sicht " (Werner Kusch); "National Conclusions Nationale Schlussfolgerungen " (Rainer Bremer, Gerald Heidegger); "The Netherlands: National Conclusions Conclusies uit het Leonardo Project INTEQUAL voor het Secundair Beroepsonderwijs in Nederland " (Trudy Moerkamp, Eva Voncken); "Norway: Conclusions Norge: Konklusjoner " (Tor Bergli, Egil Froyland, Lillian Larsen); "The Swedish National Conclusions Nationella Slutsatser: Sverige " (Goran Arman, Robert Hoghielm, Owe Liljefelt); and "Lessons of Mutual Learning" (Sabine Manning). Many papers include substantial bibliographies. Appended are the following: list of authors and partner institutions; table of contents of the first report of results achieved in the INTEQUAL project; and outline of the project. (MN)

ED 416 398 CE 075 881

Copa, George H.; Ammentorp, William
Benchmarking New Designs for the Two-Year Institution of Higher Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Benchmarking; Case Studies; *Change Strategies; Consortia; Demonstration Programs; *Educational Change; Educational Environment; Educational Finance; Educational Technology; Innovation; Institutional Characteristics; Learning Processes; Lifelong Learning; Partnerships in Education; Professional Development; *Program Design; Program Development; Staff Development; Strategic Planning; Teacher Improvement; *Technical Institutes; Two Year Colleges; *Vocational Education

This report, which is intended for technical institutions planning to use benchmark processes to facilitate change, contains five benchmarking studies describing future-oriented practices at two-year technical and community colleges that meet the design specifications stated in the report "New Designs for the Two-Year Institution of Higher Education." In each study, one of five program design elements--learning process, learning partnerships, learning staff and staff development, the learning environment (technology), and learning finance--is examined through a case study of a program or institution. Those programs and institutions are as follows: Consortium for Workforce Education and Lifelong Learning at San Diego Community College in San Diego, California; Fox Valley Technical College in Appleton, Wisconsin; Miami-Dade Community College in Miami, Florida; the Higher Education and Advanced Technology Center, which is a Colorado Community College and Occupational Education System innovation on the site of the former Lowry Air Force Base in Aurora, Colorado; and Sauk Valley Community College in Dixon, Illinois. Each benchmark study includes the following: contact persons, site selection, site background, process objectives, key features, impact, future directions, and design implications. A final chapter summarizes the studies and discusses their implications. The bibliography contains 78 references. (MN)

ED 416 399 CE 075 883

Duncan, P. Kay; Clayburn, Climetine
Why Haven't I Heard from You? Evoking the Voices of Adult

literacy programs: a handbook sample; using technology tools; documenting parenting skills changes; and some tools used in Oregon, 1995-96. The first page in each section provides a list of competencies covered, materials needed, estimated class size, and description of activity. Attachments in each section contain the following: instructional materials; surveys; checklists; guidelines; handouts; transparency masters; worksheets; and booklets. (YLB)

ED 416 416   CE 075 950

Ways of Learning Weekend.
PUB DATE- 93
NOTE- 110p.; Product of the Open Learning in Adult Basic Education Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; Adult Programs; Foreign Countries; *Learning Experience; Residential Programs; Student Attitudes; Student Developed Materials; *Student Participation; Student Projects; Student Publications
IDENTIFIERS- *England; *Open Learning

This book is a collection of writing by students taking part in an adult basic education project from London and the North West of England. It illustrates ways students could think about and describe their experiences in as many ways as possible--on tape, in groups, and through writing. The writing is collected in five chapters. Chapter 1 offers descriptions and thoughts on the Ways of Learning Weekend in London and a residential weekend in Lancaster. Selections include: "The Weekend"; "Just Perfect"; "About Coming on the Weekend"; "More Comments about the Weekend"; "Lancaster University"; "I Was Frightened"; and "A Trip to Lancaster University." Chapter 2 contains thoughts on education. Selections include: "A Bad Learning Experience"; "Since I Start to Go to School"; "My Advice to Teachers"; "To Form a Student's Group"; "Letter to a Fellow Student"; "Happy to Be Here"; "When I Was at School"; "Find Another Way"; "Refugees"; "There Is No-one to Ask"; "I Wanted to Learn"; "No-one Could Hear My Cry"; "My First Job Was Cleaning"; "Now I'm Stuck"; "A Report about the New Study Centre"; "Working in a Group"; "Diary of My Return to Learning"; and "My School Days as Young Child." Chapter 3 includes thoughts on disability: "Some People Can Be Very Nasty"; "Dyslexia"; "Disablement Problems"; "What Is Disability?"; and "We Know Different." Chapter 4 has these "thoughts about ourselves": "Depression"; "My Mam's Dream"; "Anger"; "How I Remember"; "Chosen by My Mother"; "What Is Your Name?"; "Peoples Names Grow on Them"; "Looking Back to 1980"; "I Am a Superficial Man"; "The Joggers Life"; "Let People Express Themselves"; "Tonight I Lay Here"; "Life Back Home"; "Christmas Morning"; and "Finding a Job." Chapter 5 focuses on the Ways of Learning questionnaire designed and conducted by students. It summarizes responses and contains "Introduction to Fredrica's Report" (Evelyn Baptiste) and "A Research Report on Open Learning" (Fredrica Allan). (YLB)

ED 416 417   CE 075 952

Bellmann, Lutz; Dull, Herbert; Kuhl, Jurgen; Lahner, Manfred; Lehmann, Udo
Patterns of Enterprise Flexibility: IAB Establishment Panel Results, Western Germany, 1993-95.
PUB DATE- 97

Elementary Secondary Education Act Title IV

Enacted by Congress in 1986, the Drug-Free Schools and Communities Act of 1986 (DFSCA) has been the federal government's primary effort to support drug education and prevention for school-aged youth. The findings from the fourth biennial survey, covering the performance period 1993-95, are presented in this report. Nearly all school districts in the United States (97 percent) participated in the program, and 87 percent of enrolled public school students received direct services. Findings from reviews of state and local programs and Governors' programs are presented. The report covers implementation, outcomes, and effectiveness of programs and comparisons to previous surveys are made in tables throughout. Five appendices present examples of survey forms used, as well as tabulations of states' and programs' responses. (EMK)

ED 416 435 CG 028 529

Safe Schools, Safe Students: A Guide to Violence Prevention Strategies. Programs, Policies and Environmental Changes.
SPONS. AGENCY- William T. Grant Foundation, Washington, DC. Commission on Youth and America's Future.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Standards; *Conflict Resolution; Daily Living Skills; Educational Environment; Elementary Secondary Education; Interpersonal Competence; *Prevention; Program Evaluation; *Programs; Prosocial Behavior; School Policy; *School Safety; Substance Abuse; *Violence
IDENTIFIERS- Peace Education; Peer Mediation

Schools are uniquely qualified to play a significant role in preventing violence. In order to assist school officials in choosing the most successful strategies, this guide presents a comprehensive assessment of the 84 most widely used school violence prevention programs in the country. In the introduction, the extent of the problem of school violence (broadly defined to include intimidation and coercion) is examined; key elements of promising programs, as well as components of dubious value or possible harm, are also presented. Section 1, "Identifying Promising Approaches to Violence Prevention," outlines methodology, selection criteria, procedures and evaluation. Section 2, "Evaluation: Does Violence Prevention Work?", emphasizes the necessity of determining program efficacy through consistent evaluation. Section 3, "Developing Effective Strategies," focuses on needs assessment, school policies, and school environments. In section 4, "Assessment of Programs," programs are categorized according to type of curriculum and rated for program quality, developmental appropriateness, ease of administration, teacher training, and program coverage of critical content areas. Programs are assessed against other programs for the same age group; evaluation findings are highlighted, as well as reviewers' recommendations and concerns. Program description, contact information, and costs are provided. Also included are a glossary, resource list, references and an index. (EMK)

ED 416 436 CS 012 988

of sessions attended, grade point average, and other demographic characteristics. However, there is no valid way to draw conclusions across such variables. A more meaningful way to present data of this type is to construct a probability tree. Using parametric statistics like means, and standard deviations, correlations require that certain assumptions be met (interval measurement, normal distributions, homogeneity of variance, some variance to begin with, etc.). Standardized reading tests are not adequate criteria of either reading program effectiveness nor do they reflect the reading demands of college courses realistically. Attendance can be a useful criteria for measuring a program's effectiveness. Bayesian technique as applied to decision-making implies that evaluation is a continuous process, and that evaluation is not necessarily concerned with generating new knowledge nor finding ultimate truths which may be the goals of the researcher. Such techniques, used appropriately, can eliminate the expense and effort of gathering of masses of data over a long period of time to make decisions. Arranging demographic and outcome data in Bayesian probability trees makes data easier to understand and interpret. (Contains 11 references and 3 tables of data.) (RS)

ED 416 454 CS 013 059

Coomber, James E.; Peet, Howard D.
Wordskills. Green Level. Teacher's Edition.
PUB DATE- 93
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Learning Activities; Reading Comprehension; Reading Strategies; Secondary Education; Test Wiseness; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *Word Knowledge; *Word Learning

This book presents a vocabulary development program that is designed for use in individualized programs as well as in more traditional, full-class settings. It is part of a series of seven books, corresponding to grades 6-12, which are carefully organized to ensure the comprehension and retention of valuable core words. The book consists of 16 units, including 4 review units (referred to as "Vocab Labs"). A typical unit introduces 20 words which come from the reading selection found in the unit. Students then familiarize themselves with the target words through a succession of exercises and activities. Once students' comprehension of the target words is established, a group of 10 to 20 "related words" is introduced. The book begins with a special unit on strategies for unlocking word meaning. Special features of the book include "Vocab Labs," advice on taking standardized vocabulary tests, two standardized vocabulary tests, a spelling handbook, a glossary for all target words, a pronunciation key and lined pages for students to use as their personal vocabulary log. (RS)

ED 416 455 CS 013 060

Let's Go Read! An Island Adventure. CD-ROM
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

"Constructions of Knowledge" are oppressive and often lead to a betrayal of the individual, while Donald Stewart, is of the opinion that the "excesses" of social construction can lead to a police state, the group mentality. Expressionist critiques carry even more force currently as discussion in rhetoric and composition, cultural studies, and literary theory turns to a renewed interest in agency. Stewart, like Kurt Spellmeyer, links expressionist rhetoric to personal empowerment and freedom, but he is also concerned that social movements are not as benign as their proponents believe. For instance, he notes that the word "collaboration" has troubling links to Nazi Germany, where a collaborator was a person who assisted the Nazis, even to the point of betraying his or her countryman. Stewart is concerned that in the rush to add collaborative theory to the writing classroom, teachers have failed to account for its troubling drawbacks. Expressionists, by their emphasis on writing as an act of self-empowerment and self-knowledge, are trying to free writers from what they see as the overly mechanical restrictions of current traditional rhetoric and the epistemological and moral restrictions of social rhetorics. Expressionist rhetorics' insistence on the self as the source of truth, invites, as Carolyn Miller points out, "anomie and disaffection." Ways to create a practical rhetoric that accounts for the agency of the writer and the agency of the interlocutor in a manner that is ethically, politically, and socially responsible need to continue to be theorized. (Contains 10 references.) (CR)

ED 416 475 CS 216 174

Blalock, Susan
Opening the Locks: Centering Literacy and ESL in the Writing Center.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *English (Second Language); Foreign Students; Higher Education; *School Community Relationship; *Student Needs; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Community Needs; Nonnative Speakers; *University of Alaska Fairbanks

Activating a community-based and university-based support system for non-anglophonic speakers falls naturally to the writing center. Writing centers employ consultants and help students across the disciplines, and they have historically specialized in collaborative, non-graded teaching. In addition, teachers untrained in English as a Second Language (ESL) teaching have sent their non-anglophonic students or students with serious English speaking and writing problems to writing centers as a last resort. Records show a dramatic increase in usage and a far greater return rate among non-anglophonic speakers than of native speakers when the center has trained, enthusiastic personnel. The writing center at the University of Alaska-Fairbanks has long courted both foreign ESL students and Alaska

Evaluation" (Sheila W. Valencia and Sue Bradley); (7) "Examining Growth over Time" (Nancy Place and Marla English); (8) "Engaging Teachers in Self-Reflection and Self-Evaluation" (Sheila W. Valencia); (9) "Communicating: Teachers, Families, and Students Together" (Phyllis Richardson); and (10) "Grading Practices and Portfolio Evaluation" (Sheila W. Valencia). (RS)

ED 416 493 CS 216 200

Cobine, Gary R.
Plying at Poetic Writing.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Writing; *Figurative Language; Higher Education; Intuition; Poetry; Poets; Writing Attitudes; Writing Improvement; Writing Instruction; *Writing Skills; *Writing Strategies
IDENTIFIERS- Sensory Qualities

Creative writing is not a magical art from magic wands, but an everyday practice in the hands of steady writers. Creative writing calls, above all, for self-discipline. Along with intellectual and emotional stamina, a poetic writer needs sensory awareness. The writer also forms a mysterious sixth sense--intuition. In search of the good words, the creative writer, as a surprising bonus, develops vocational skills. Because of its figurative use of words, poetic writing challenges both writer and reader to analyze and interpret texts. (Author/CR)

ED 416 494 CS 216 201

Jackson, William, Ed.
Scriptures of the World.
PUB DATE- 98
NOTE- 41p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Biblical Literature; Christianity; Cultural Context; Judaism; Literary Genres; *Religion; Religion Studies; *Religious Factors
IDENTIFIERS- Indiana University; Islam; *Scriptures

This theme issue of "Research and Creative Activity" features 10 articles on Indiana University faculty members whose work on various campuses continues to broaden and advance knowledge about "Scriptures of the World" and their meaning in human life. The articles are as follows: "Why Scriptures of the World Still Matter (William Jackson); Reading and Interpretation Bring the Bible to Life" (Judi Hetrick); "Religion as a Window on Culture" (Jayne Spencer); "The Center of Revelation" (Eric R. Pfeffinger); "The Prodigal Leaf" (Eric R. Pfeffinger); "Oral History, Written Texts, and Preserving a Connection with the Past" (Leigh Hedger); "An Insight into 13th-Century Islam" (Leigh Hedger); "Sacred Text as Living Scripture" (Lucianne Englert); "Transmitting Scripture across Cultures" (William Rozycki); and "Evolution of a Religion" (William Rozycki). (RS)

ED 416 495 CS 216 203

Fletcher, David C.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; *College Faculty; Graduate Students; Higher Education; *Sex Bias; Sex Discrimination; *Teacher Education; *Teacher Promotion; Tenure

This paper discusses briefly the expanded parameters of a graduate-level communication course taught at West Texas A&M University. The focus of this paper is to identify three key issues that must be taught to would-be college instructors, concepts that go beyond points about presentational concerns or "how-to-teach" tips. The key issues are: (1) preparation for tenure and promotion; (2) what "professional service" really means; and (3) gender inequities in the college classroom. (SR)

ED 416 516 CS 509 709

Hanson, Trudy L.
Certification of Public School Teachers in the State of Texas: Trends and Impact on College Communication Programs.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Politics of Education; *Public Schools; *Speech Communication; *State Standards; *Teacher Certification; Teaching (Occupation)
IDENTIFIERS- *Texas

This paper presents a brief overview of existing requirements in the state of Texas for the certification of public school teachers (K-12) with regard to the field of speech communication. The paper outlines speech requirements: (1) in the high school curriculum; (2) for admission to most teacher education programs; (3) for teaching certification; and (4) for teaching certificate renewal. It then offers some reflections on how those requirements will impact communication programs (in higher education) in the state. (SR)

ED 416 517 CS 509 712

Crane, Patricia K.; Homuth, Donna
How Good Were the Good Old Days? A Retrospective of Schools and Education in Elmira, 1900-1996.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Communication Skills; Educational History; Interdisciplinary Approach; Interviews; Lesson Plans; *Local History; Models; *Oral History; Program Descriptions; Student Evaluation
IDENTIFIERS- *Elmira City Public Schools NY; *New York (Elmira)

This paper presents a proposal for an oral history project of schools and education in Elmira, New York from 1900 to 1996, as well as lesson plans, models and samples, expected outcomes, intercurricular connections, and application to learning standards. The proposal addresses process goals, expected

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Futures (of Society); Higher Education; *Job Skills; Liberal Arts; *Production Techniques; *Professional Training; *Student Needs; *Theater Arts; Undergraduate Students
IDENTIFIERS- *Technology Integration

Because technology has changed entertainment, what was once simply a humanistic art form has turned into a large industry. Everyone from politicians to corporate executives is using theater technology to get his or her message out in the most powerful way possible. Two primary points in preparing theater graduates to enter this industry should be: (1) that they have a broad knowledge base in liberal arts and (2) they must be able to synthesize everything from a passage from Shakespeare, to conflict resolution, to understanding federal and state regulations, to programming an automated lighting system, to negotiating with a teamster. While there may be specialists in all these areas, theater graduates will need to communicate and understand a variety of knowledge and be able to synthesize it in service of the successful event. This requires not just information, but the ability to learn and adapt for the duration of their careers. The mastering of change will be the key to success in the future of the industry. (CR)

ED 416 537 CS 509 733

Roggenbuck, Denise
Communication--The Critical Link.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; Educational Practices; Elementary Secondary Education; Evaluation Methods; Feedback; *Interpersonal Communication; Interprofessional Relationship; *Peer Evaluation; *Problem Solving; School Culture; *Teacher Administrator Relationship
IDENTIFIERS- *Communication Strategies; Professional Concerns

If the quality of education is to adapt to the rapidly changing needs of society and increased standards of accountability, administrators and the school faculty must have a solid communication system. Some strategies for more effective communication include: strengthening the links in communication between faculty and administrators; maintaining functional, effective relationships between teams and administrators; establishing peer review panels for conflict resolution; implementing a school-wide assessment and forming cross-functional teams comprised of faculty to serve as a support group, a sounding board, and a source to explore strategies in conflict resolution. (CR)

ED 416 538 CS 509 734

Myrick, Roger; Brown, Mary Helen
Experiences of Sexual Minorities in Higher Education: A Survey of Lesbian and Gay Scholars.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23,

reconsideration of the process-product paradigm prevalent in teacher effectiveness research, since the combination of behaviors appears more important in determining teacher effectiveness than specific behaviors. (Contains 20 references; a list of focus group questions, a list of characteristics of effective and ineffective teachers, and 5 tables of data are appended.) (Author)

ED 416 557 CS 509 756

Hoffman, David C.
Play, Epideictic and Argument.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Definitions; Higher Education; *Literary Genres; *Persuasive Discourse; *Play; Scholarship; Theory Practice Relationship
IDENTIFIERS- *Cicero; *Epideictic Rhetoric

This paper explores the relationship between epideictic and argument, noting that the relationship is a "troublesome" one. The first part moves toward new definitions of epideictic and argument (taking the view that epideictic rises out of human play) and locates argument on the boundary where the play-world meets the "real" or "everyday." The second part offers an essay of Cicero as a rhetorician who successfully negotiates between the play-worlds of epideictic and the concerns of everyday life in both his theory and his practice. The ways in which play figures into Cicero's "Pro Archia" are explored. Noting that some issues involved in defining argumentation are brought out in a textbook, "Argumentation and Debate" (McBurney and Mills, 1967), the paper opts for defining argument as a "method of reasoning." It then points out that "play" is also a complex concept, but considers it a basic activity that precedes culture; epideictic is play because it is the oratory that arises from the play-worlds of ceremony, festivals, and games and because, like other play-activities, it is for itself, the "playing-out" of an order that seeks only to be. Scholars who try to find coherence in the content of epideictic most often conclude that epideictic is a genre concerned with praise and blame. Kenneth Burke sees praise as passing over into education to become a means of transcendence. In the "Pro Archia," Cicero frames his case in terms of another kind of play: literature. Contains 16 notes and 28 references. (NKA)

ED 416 558 CS 509 761

Burk, John; LeBlanc, H. Paul, III
Implicit Nonverbal Rules in the Classroom: A Study of Gender and Status Differences.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Educational Equity (Finance); *Educational Objectives; Elementary Secondary Education; *Equal Education; *Public Schools; *Pupil Personnel Services; *School Organization; *State Surveys
IDENTIFIERS- *Pennsylvania

For most of its history, Pennsylvania's public school system has consisted of three levels: the state level, the local school districts, and an intermediate level. In 1970, the intermediate level was reorganized into 29 intermediate units (IUs). In 1997 the state's General Assembly directed the Joint State Government Commission to study how the state's IUs currently assist schools. It was found that IUs offer a large number of programs to school districts and nonpublic schools, covering such areas as personnel training, curriculum development, technology, instructional materials, educational planning, pupil instruction and personnel services, special education, cooperative administration projects, and statewide programs and services. The IUs have no independent taxing authority and receive most funds from state appropriations, grants, sales of services, contributions, student tuition, and investment income. The Commission recommended that the IUs' role in advancing educational equity be enhanced, that the governance of IUs be strengthened, and that state funding to IUs be increased to maximize their contribution to state education, through programs such as cooperative administrative projects, services to children and adults, and instructional material services. (RJM)

ED 416 578 EA 028 902

Foundations for High Achievement: Safety, Civility, Literacy. K-12 Public Education.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Charter Schools; *Educational Objectives; Elementary Secondary Education; Excellence in Education; Program Content; *Public Education; Public Opinion; School Demography; School Personnel
IDENTIFIERS- *Colorado

The state of Colorado has set high standards for students based on three fundamental principles: safety, civility, and literacy. How these standards were integrated into the schools is the subject of this report. It opens with an overview of the foundations of academic success and the process involved in implementing standards-based education. The state assessment program is detailed, along with the results of a 3-year study depicting the growth of charter schools and the significant changes in teacher licensure amendments. The educational performance of Colorado's students is then profiled, with an emphasis on mathematics achievement, the achievement of college-bound students, high school graduation rates, and postsecondary participation. Demographic information is offered, with descriptions of public school membership, private school enrollment, home study participation, the nonschool population, and information on students at-risk. A profile of educational personnel is provided, which focuses on school district personnel, educator preparation, and teacher assessment. Colorado's educational system and programs are likewise discussed, along with an analysis of school district revenues and expenditures. (RJM) importance of keeping records); (2) transitional Individualized Education Plans (who determines what services are needed, adult service providers, and a transition planning timeline); (3) vocational education planning (assessments, rehabilitation services, supported employment, employment rights); (4) living arrangements (residential models, housing subsidies, respite care); (5) transportation concerns (travel training, paratransit systems); (6) recreational and leisure options (mastering leisure skill activities and leisure resources); (7) social skills (acquiring social skills, fostering relationships); (8) sexual issues (sexuality education, how particular disabilities affect sexuality); (9) communication and assistive technology (computer access, current technologies for specific impairments); (10) postsecondary educational options (financial aid, accommodations for specific disabilities, distance learning); (11) estate planning for parents (guardianship, the letter of intent, and wills); (12) insurance issues for parents (insurance policies, Medicare and Medicaid); and (13) financial concerns (Supplemental Security Income and Social Security Disability Insurance). Twelve appendices provide a comprehensive directory of additional resources. (DB)

ED 416 597 EC 306 145

Agins, Alan P.
Teachers' Drug Reference: A Guide to Medical Conditions and Drugs Commonly Used in School-Aged Children.
PUB DATE- 98
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; *Drug Therapy; Drug Use; Elementary Secondary Education; Incidence; Medical Services; *Pharmacology; Pharmacy; *Special Health Problems

This book provides a guide to approximately 175 drugs used with children. An introduction precedes the three major sections of the guide. Section 1 provides an overview of pharmacology and therapeutics in chapters on the basics of pharmacology, the language of pharmacology and therapeutics, compliance, side effects, and medications in school. Section 2 presents information about specific medical conditions common to school-aged children, including the biological basis for the condition, estimates of incidence, the rationale for therapy, the types of drugs used for treatment, and a glossary of terms related to the medical condition or drugs. Tables provide quick reference guides to the uses, names, dosage requirements, side effects, and potential interactions of individual drugs or drug classes. Conditions covered include attention deficit (hyperactivity) disorder, asthma, colds and allergies, diabetes, epilepsy, infections and infestations, mental and emotional disorders, and pain and fever. Appendices comprise the third section and include common side effects, a list of drugs, information resources, schedules of controlled substances, a list of certified regional poison control centers, Canadian drug names, and a short bibliography. Also included are photographs of some common drugs. (DB)

ED 416 598 EC 306 146

Parent School Relationship; *Special Education; Special Needs Students; Standards; Student Evaluation
IDENTIFIERS- *Education Act 1996 (England)

This booklet summarizes Part 4 of Great Britain's 1996 Education Act, which replaces the 1993 Education Act in name, though not in substance. The main aspects of the Act are identified first and include a Code of Practice for schools and local education agencies (LEAs), a time limit for identifying and assessing students with special needs, and parent school choice. Noted are the duty to include students in the mainstream setting whenever possible and the relationship of parents to their child's school and LEA. The Code of Practice is specifically addressed, with emphasis on the five stages of help that schools should provide to students with special educational needs. The assessment process is outlined and includes proposing an assessment, deciding to assess, beginning the assessment, completing the assessment, developing the preliminary statement for parent input, developing the final statement, appealing the statement if necessary, reviewing the statement each year, amending the statement, and leaving school. A list of sources of further information completes the booklet. (DB)

ED 416 616 EC 306 166

Wertheimer, Alison
Inclusive Education: A Framework for Change. National and International Perspectives.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Childrens Rights; Civil Rights; *Disabilities; Educational Legislation; Educational Philosophy; *Educational Principles; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; *Learning Problems; Mainstreaming; Social Integration; *Student Rights
IDENTIFIERS- *United Kingdom

This booklet reports on the philosophy and demands of the growing international movement for inclusive schools which welcome all children, including those with disabilities or those who have learning difficulties. It maintains that inclusion is not primarily an educational or professional issue but, rather, an issue of basic human rights. It sees educational legislation in the United Kingdom as discriminating against children with disabilities by enforcing compulsory segregation and urges legislative reform to end compulsory segregation. Also discussed is the restructuring of mainstream schools so they are accessible in terms of premises, curriculum, and facilities and the planning of the phased closure of all special schools. Individual sections examine national and international perspectives on inclusion, inclusion's justification in human rights, principles of inclusion, and finding the resources to finance inclusion. An appendix summarizes relevant statements from four international documents: the "UNESCO Salamanca Statement" (1994), the "United Nations Convention on the Rights of the Child" (1989), the "UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities" (1993), and the World Bank's "Provision for Children with Special Educational Needs in the Asia Region" (1994). (DB)

ED 416 617 EC 306 168

accommodations; (2) legal considerations related to testing and accommodations; (3) teacher and student perceptions of classroom and testing adaptations and modifications; and (4) conceptual issues. Appended are a list of current project titles and recipient organizations. (Contains 49 references from a 1993 bibliography.) (DB)

ED 416 634 EC 306 187

Chambers, Jay G.; Parrish, Thomas B.; Lieberman, Joanne C.; Wolman, Jean M.
What Are We Spending on Special Education in the U.S.?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Disabilities; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; *Expenditure per Student; Federal Aid; Instructional Student Costs; National Surveys; Resource Allocation; *Special Education; State Aid; State Programs; Tables (Data)

This brief summarizes data from a 1994-95 survey of the states on special education expenditures in the U.S. and analyzes other extant cost data that adjust for inflation and consider rising special education enrollments. The study estimates that the 1995-96 national expenditure for special education was about $32.6 billion (compared to $19.3 billion in 1987-88), the increase being primarily due to continued rising special education enrollments. The survey found considerable variability in expenditures per student among the 24 reporting states (from $2,758 in Indiana to $8,509 in Connecticut). Half of the surveyed states were unable to report the statewide cost of their special education programs and only 13 reported a high degree of confidence in their responses. Additionally, the relative shares of federal, state, and local expenditures were found to vary enormously by state. A table details special education expenditures of the 24 reporting states. A second table compares results of using alternative ways of estimating expenditures on special education and other special needs programs. These take into account such factors as the percentage of children with special needs, the ratio of expenditure on each special needs program to regular education, and marginal expenditure (i.e., excess over regular education) per child by program. The paper concludes that more uniform, refined data are required for accurate estimates of special education expenditures. (DB)

ED 416 635 EC 306 190

Direct Support Workforce Development.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 25p.; "Feature Issue" on this theme.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Attendants; Community Programs; *Developmental Disabilities; Labor Supply; Labor Turnover; *Personnel

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Change Strategies; Delivery Systems; *Disabilities; *Early Intervention; Evaluation Methods; *Family Involvement; Individualized Family Service Plans; Infants; Interdisciplinary Approach; *Interprofessional Relationship; Postsecondary Education; Preschool Children; Preschool Education; *Teacher Collaboration; Teacher Education; Teaching Models; Toddlers
IDENTIFIERS- Connecticut

These training materials derive from a personnel preparation special project that developed, implemented, and evaluated a teaching model on collaborations necessary for effective delivery of early intervention. Module 1 provides an overview of the history of early intervention and the legal statutes that define early intervention. Module 2 describes ways in which agencies can share the responsibilities of providing services to the same audience, offers strategies for overcoming barriers, and discusses the process of building collaborative relationships. Module 3 introduces the concept of family-centered care as the foundation necessary for any collaborative relationship that provides service to children and describes the leading role the family plays in the development of the Individualized Family Service Plan. Module 4 discusses ways that early intervention service providers can work with the family to develop an early intervention program. This module covers the factors that affect the development and maintenance of the team, as well as strategies for overcoming barriers to the team process. The last module presents the service provider with the tools necessary to participate in a collaborative early intervention service delivery system. Specifically, the module focuses on the importance of communication, trust building, and negotiation. (CR)

ED 416 656 EC 306 228

Bruder, Mary Beth
Infants and Toddlers with Special Needs and Their Families: Collaboration.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 112p.; For related documents, see EC 306 226-227.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Conflict Resolution; *Consultation Programs; Delivery Systems; *Disabilities; *Early Intervention; Infants; Interdisciplinary Approach; Interprofessional Relationship; Postsecondary Education; Preschool Children; Preschool Education; Teacher Education; Teaching Models; Toddlers
IDENTIFIERS- Connecticut

These teacher training materials derive from a personnel preparation special project that developed, implemented, and evaluated a teaching model on collaborations necessary for effective delivery of early intervention. The first module on collaboration provides information on the rationale for

Allsopp, Richard, Ed.
Dictionary of Caribbean English Usage.
PUB DATE- 96
NOTE- 775p.; "With a French and Spanish Supplement edited by Jeannette Allsopp."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Dictionaries; *English; Etymology; Foreign Countries; *Language Patterns; Language Usage; *Language Variation; Lexicography; Linguistic Borrowing; Pronunciation; *Regional Dialects; Sociocultural Patterns; Spelling; *Vocabulary
IDENTIFIERS- *English (Caribbean)

This dictionary is designed to provide an inventory of English usage in the Caribbean environment and lifestyle as known and spoken in each territory but not recorded in the standard British and American desk dictionaries. It cross-references different names for the same item throughout the anglophone Caribbean, identifies different items called by the same name in different territories, notes the acceptability of certain word-forms and usages frequently encountered in speech and writing, provides some account of the status and function of certain dialectal forms, offers guidance as to the form and function of French Creole loan words, provides lexical explanations of a number of Hindu and Muslim terms occurring increasingly in the Caribbean culture, expands regional acronyms, offers rationalization or guide for the authentication of spellings, lists idiomatic expressions derived from or associated with headwords, gives etymological information as available, and identifies regional pronunciation where necessary or useful. French and Spanish supplements are also included. (MSE)

ED 416 676 FL 025 070

Batchelor, R. E.; Chebli-Saadi, M.
French for Marketing. Using French in Media and Communications.
PUB DATE- 97
NOTE- 367p.
LANGUAGE- French
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advertising; *Business Communication; Computer Networks; Creativity; Federal Regulation; Foreign Countries; *French; Information Networks; *Language Patterns; Language Role; Language Usage; Library Collections; *Marketing; Mass Media; Publishing Industry; Second Language Learning; Telecommunications
IDENTIFIERS- *France

The textbook, entirely in French, is designed to help prepare anglophone students for French language usage in the media and telecommunications. It is organized according to two major themes. The first part addresses the French of advertising; chapter topics include the actors in advertising (agencies, announcers, supports), forms of advertising, creativity in advertising, promotion of sales, advertising in radio/television/cinema, the importance of the press and television, and regulation of advertising in France. The second part focuses on information and communication, with chapters on means of disseminating information (computer and information networks), audiovisual communication (international television

English as a Second Language Professional Development Manual for Special Education Teachers. Intermediate and Junior High School Level.
PUB DATE- 94
NOTE- 196p.; For related documents, see FL 025 098-101.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Bilingual Education; Caregivers; Classroom Techniques; *English (Second Language); Individualized Education Programs; Inservice Teacher Education; Intermediate Grades; Interprofessional Relationship; Junior High Schools; Language Tests; Middle Schools; Multicultural Education; Music Activities; Paraprofessional School Personnel; Parent Teacher Cooperation; Professional Development; Second Language Instruction; *Special Education; *Special Education Teachers; *Staff Development; Teaching Methods; Testing
IDENTIFIERS- Blooms Taxonomy; *Content Area Teaching; New York City Board of Education

The manual provides a framework for two days of training in English-as-a-Second-Language (ESL) instructional methods for monolingual special education teachers at intermediate and junior high school levels in New York City (New York) schools. The materials help teachers without ESL certification provide mandated ESL services to Limited-English-Proficient (LEP) students in all special education settings. An introductory section outlines the underlying philosophy, approach to instructional programming, and suggestions for classroom management. A second section outlines design and objectives for the two-day program. Subsequent sections detail the content of each day's program, including background on bilingual and ESL general and special education programs, ESL assessment techniques in special education, methods for facilitating language development, ESL instruction through art/music/multicultural literature, development of a cooperative relationship with culturally diverse parents/caregivers, different ESL instructional approaches, adaptations and strategies for ESL in content areas, individualized education programs, sample ESL lessons, the teacher-paraprofessional partnership, and peer coaching. A reference section contains an ESL bibliography, list of educational services for LEP students, notes on Bloom's taxonomy and LEP students, notes on curricular and instructional adaptations for ESL in special education, charts of ESL structures, themes, and functions, and glossary. (MSE)

ED 416 696 FL 025 101

English as a Second Language Professional Development Manual for Special Education Teachers. Resource Literature.
PUB DATE- 94
NOTE- 174p.; For related documents, see FL 025 098-100.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Bilingual Education; Caregivers; Class Activities; Classroom Techniques; Computer Assisted Instruction; Cooperative Learning; *Disabilities; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Language Minorities; *Limited English Speaking; Literacy Education; Multicultural Education; Paraprofessional School Personnel; Parent Participation; Parent

European languages, the opposite was found to be true, although not statistically significantly. Different levels of satisfaction for pronunciation performance were found. Little difference was found across majors. Overall, students valued pronunciation as an important part of instruction, needing more correction both within and outside the classroom and wanting more emphasis placed on pronunciation. The questionnaire is appended. Contains 18 references. (MSE)

ED 416 717 FL 025 215

Saito-Abbott, Yoshito; Samimy, Keiko
Factors of Attrition in Japanese Language Enrollments.
PUB DATE- 97
NOTE- 21p.; For related document, see FL 025 212.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Anxiety; Classroom Environment; Difficulty Level; *Enrollment Influences; Grades (Scholastic); Higher Education; Introductory Courses; *Japanese; *Language Enrollment; Language Research; Learning Motivation; Predictor Variables; Risk; Second Language Instruction; *Second Languages; Social Influences; Student Attitudes; *Student Attrition; Student Characteristics; Student Motivation

A study investigated influences on attrition in Japanese second language instruction in one U.S. university. Subjects were students enrolled in the fall semester of beginning (n=134 students) and intermediate (n=79) levels of Japanese courses. In the fifth week of classes, students were administered a series of questionnaires to gather data on five foreign language affective variables (Japanese-speaking anxiety, language class risk-taking, language class sociability, strength of motivation, attitude toward the Japanese class), types of motivation (concern for grade, reasons for studying Japanese), and student personal background. Final grades were also considered. Data were analyzed to determine which variable were predictors of probability for distinguishing continuing from non-continuing student. Results indicate that learners' final grades and strength of motivation were significant contributors to predictions of attrition in both beginning and intermediate classes. Pedagogical implications are discussed. Questionnaires are appended. Contains 28 references. (MSE)

ED 416 718 FL 025 216

Lee, Mi-Ae
An Analysis of a Common Structure in Korean-English Code-Switching: A Test of the Matrix Language Framework.
PUB DATE- 97
NOTE- 16p.; For related document, see FL 025 212.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adjectives; *Bilingualism; *Code Switching (Language); *English; Grammar; Interlanguage; *Korean; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); Syntax; Transfer of Training
IDENTIFIERS- *Matrix Language Framework

A study examined the morphosyntactic mechanism of a common code-switching (CS) pattern, the use of an English adjective (content morpheme) Korean "-ita" (a system morpheme meaning

IDENTIFIERS- *Noncognitive Attributes
This study used Sedlacek's (1993) noncognitive variables of student success as a framework for describing student-athletes at a university. Sedlacek's variables include positive self-concept, realistic self-appraisal, ability to understand and deal with racism, emphasis of long-term over short-term needs, having a strong support person, successful leadership experience, community involvement, and knowledge acquired in a field. A total of 73 freshmen athletes at a large mid-Atlantic research university completed a 29-item questionnaire covering these variables. The study found that the student-athletes scored highest on realistic self-appraisal and leadership and lowest on long-term goals and the ability to understand and deal with racism. Three of the variables (successful leadership experience, community involvement, and knowledge acquired in a field) were found to be moderately correlated with grade point average. The results are discussed in regard to effective teaching and advising methods for use with this student population. (Contains 13 references.) (MDM)

ED 416 738 HE 030 784

Lowenstein, Ralph L.
Minority Students in Journalism. Recruiting, Retaining, Graduating: Lessons from Six Experimental Programs.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; College Role; Educational Strategies; Higher Education; Journalism; *Journalism Education; *Minority Groups; Program Descriptions; School Business Relationship; *School Holding Power; *Student Recruitment
IDENTIFIERS- Florida A and M University; San Francisco State University CA; University of Florida; University of Missouri; University of North Dakota; Wayne State University MI
This report describes the implementation and results of six university programs, funded by the Knight Foundation, to recruit and retain students from underrepresented minority groups in the field of journalism. It reviews the objectives, background, implementation, and results of continuing programs at Florida A&M University, the University of Florida, the University of Missouri, the University of North Dakota, San Francisco State University (California), and Wayne State University (Michigan). It then examines the lessons learned from such programs, including effective recruiting strategies (emphasizing a personal approach, larger scholarships, profile selection, newsletters, summer programs, parent involvement, and recruiting on campus) and retention strategies (emphasizing an open door policy, tracking, emergency aid, support networks, job fairs, and internships). The report goes on to describe how universities and the media industry can help support effective minority journalism programs, and concludes that journalism programs must emphasize quality and professionalism in their programs and students to successfully recruit, retain, and place minority graduates. An appendix provides contact information for the six programs and two student search agencies. (MDM)

ED 416 739 HE 030 785

multidisciplinary learning program for first-time freshmen. The Integrated Learning Program (ILP) meets several of the college's general education requirements, is issue-oriented, and is taught by a team of five faculty members. The goals of the program include getting students to learn how to learn, to see and seek connections between disciplines, and to work together collaboratively. The ILP program, which is limited to 50 students, includes a five-day field trip to the Grand Canyon to explore its history, geology, environmental issues, and park management issues. This program has been strongly supported by the administration and has been integrated into the college's course offerings. Some modifications that have been made include fewer reading requirements and fewer extracurricular components. Evaluation efforts have included comparisons of grade point average and retention of students in the ILP program with a matched sample of college freshmen not enrolled in the program. Studies suggest that the students are very satisfied with the course, and do better in subsequent courses than do nonparticipating students, and are also more likely to stay in college. Program evaluation questionnaire responses were obtained from 38 of the 96 students enrolled during the 1992 and 1993 academic years. (SW)

ED 416 758 HE 031 004

Main, Eleanor C.
Teaching Assistant Training and Teaching Opportunity (TATTO) Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Departments; *Faculty Development; *Graduate Students; Higher Education; *Instructional Improvement; *Interprofessional Relationship; Teacher Education Programs; *Teacher Improvement; *Teaching Assistants; Teaching Skills
IDENTIFIERS- Emory University GA

The Teaching Assistant Training and Teaching Opportunity (TATTO) program began in spring 1991 at Emory University to prepare graduate students to be teaching assistants, instructors, and tomorrow's professors, and is based on the premise that doctoral students should be trained in both teaching and research. The first part of the four-stage program is a three and one-half day course offered prior to the fall term and preceding a student's first teaching experience. Program faculty are among the best teachers from across the university, and the syllabus covers general topics important to students across disciplines. In the second stage of the program, students proceed to discipline-specific training in the department, with this optimally occurring at the same time as they participate in their first teaching opportunity--the teaching assistantship. The third stage is a closely monitored initial teaching opportunity supervised by a faculty member. The teaching associateship, the fourth stage, advances the graduate student to a teaching opportunity with greater responsibilities and allows the graduate student to co-teach with a faculty member. Evaluation of the program included student evaluations of the course, students' teaching portfolios, interviews with faculty members supervising the summer internships at the J. Paul Getty Trust, the high school drop-out rate for Hispanics, diversity as a key to college growth, research and Latinos, how culture affects behavior, student recruitment, internships and scholarships offered by Hispanic business organizations, Hispanics in the military academies, Latino voting power, Hispanics in science, the Mexican folk healing of curanderismo, Latino underrepresentation in government, community colleges, Latina women and American culture, summer institutes, recruiting Latinos into the field of statistics, outreach programs, faculty recruitment, service learning, rewards for teaching excellence, Hispanics in medical school, the Hispanic Policy Development Project, the Julian Samora Research Institute, the Center of Mexican American Affairs, recruitment of Puerto Rican youth, mentoring, Chicano art, advocacy, vocational education, a diverse healthcare workforce, ballroom dancing, women in higher education, the Latina dropout crisis, the Hopwood ruling, early lives of Hispanic American Ph.D.s, recruiting minority teachers, faculty relationships, the American Council on Education, K-12 education of Latino students, Black/Hispanic relations, Latino USA radio, the electronic university, the Internet, the Dominican Studies Institute, financial aid, community colleges and diversity, the best colleges for Hispanics, Latin American Studies programs, telecommuting students, immigration, media preference and cultural identity, nature-based medicinals, Inter-American University (Puerto Rico), bilingual/bicultural student relationships, mentoring in science, paying for college, College Board survey trends, futurism, California State University at Monterey Bay (CSUMB)-from military fort to visionary oasis, the Educational Testing Service, access to graduate study, the year 2000 census, sports, museum careers, the classroom environment, gifted minority students, bilingual teachers, and Hispanics in the Law. (DB).

ED 416 776   HE 031 022

Wechsler, Harold, Ed.
The NEA 1998 Almanac of Higher Education.
PUB DATE- 98
NOTE- 205p.; For previous edition, see ED 406 878.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130),Reports - General (140)
DESCRIPTORS- Collective Bargaining; *College Faculty; Educational Finance; *Educational Trends; Faculty Workload; Financial Policy; Fringe Benefits; Government School Relationship; *Higher Education; Legislation; Productivity; Sex Differences; State Aid; Teacher Employment Benefits; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *National Education Association

This annual report contains six essays on current issues in higher education and a faculty salary report for 1996-97. The essays include: (1) "Faculty Salaries, 1996-97" (Suzanne B. Clery and John B. Lee), which notes that faculty salaries increased 3.1 percent for the year although the gap between the best- and lowest-paid faculty widened as did the gender gap; (2) "Faculty Workload and Productivity: Gender Comparison" (Henry L. Allen), which finds that women devote more time to teaching and less to research and are disproportionately in lower academic ranks, in public community colleges, and in part-time positions; (3) "Legal Regulation of Collective Bargaining in Colleges and Universities" (Gregory M. Saltzman), which

Leddo, John; Kolodziej, James
Distributed Interactive Intelligent Tutoring Simulation.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Interservice/Industry Training, Simulation, and Education Conference (Orlando, FL, December 1-4, 1997). For a related document, see CE 075 659.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Computer Managed Instruction; *Distance Education; Educational Development; *Educational Technology; Individualized Instruction; *Intelligent Tutoring Systems; *Interactive Video; Military Personnel; *Military Training; Programmed Tutoring; Technological Advancement
IDENTIFIERS- Army

A Distributed Interactive Intelligent Tutoring Simulation (DIITS) has been developed to train Army Infantry squad and fire team leaders skills to perform military operations cooperatively in urban terrain. It integrates distributed interactive simulation (DIS) and intelligent tutoring systems (ITSs) and thus capitalizes on the strengths of both: the ability to conduct large-scale team exercises while providing each trainee with personalized instruction. The simulation-based intelligent tutoring system developed has three components: the simulator that allows a trainee to assume the role of a fire team leader and direct a four-man fire team in the task of clearing a building; the intelligent tutor that assesses the trainee actions in the simulator, determines whether corrective instruction is needed, and directs the simulator to provide such instruction; and the generic integrated knowledge structure (INKS) that serves as the expert problem solving model. A distributed interactive intelligent tutoring simulation (DIITS) has been created by integrated the approaches offered by the ITS and simulation communities, an enhanced paradigm of realistic DIS scenarios, coupled with the instructional benefits of ITS technology. Another demonstration completely reused the project technology and even enhanced it (knowledge was added to the INKS), with the exception of the virtual simulator. It included a scenario editor that allows users to enter their own scenarios. (YLB)

ED 416 320 CE 075 669

Lundgren, Mary Beth
Getting To Know Computers.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Computer Games; *Computer Literacy; *Computer Software; *Internet; Literacy Education; *Microcomputers; Vocabulary; Vocabulary Development

Originally written for adult new readers involved in literacy programs, this book is also helpful to those individuals who want a basic book about computers. It uses the carefully controlled vocabulary with which adult new readers are familiar. Chapter 1 addresses the widespread use of computers. Chapter 2 discusses what a computer is and describes the parts of a personal computer. Chapter 3 tells what each of these

Unemployment Insurance. Tierra de Oportunidad Module 3. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 29p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Employment Practices; *English (Second Language); *Functional Literacy; Integrated Curriculum; *Labor Legislation; Learning Modules; Lesson Plans; *Literacy Education; *Unemployment Insurance
IDENTIFIERS- *California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on the Unemployment Insurance (UI) system. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points dealing with working with the UI system's agency representatives, considering availability of unemployment insurance when choosing a job, and using the UI system); sample learning activities; list of print resources and commercial ESL textbooks; resource sheets; sample lesson plan; transparency masters; learning activities and student handouts concerning sexual harassment and other women's work issues; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the lesson: interpret terms related to unemployment, explain UI, interpret and complete forms, role play interacting with claims officers, participate as a team member, record information accurately, and apply rules and principles to a situation. Included in the lesson plan are the following: objectives, description of the target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

ED 416 341 CE 075 761

Kissam, Ed; Dorsey, Holda
On the Job Health and Safety. Tierra de Oportunidad Module 4. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 32p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Employment Practices; *English (Second Language); *Functional Literacy; Integrated Curriculum; *Labor Standards; Learning Modules; Lesson Plans; *Literacy Education; *Occupational Safety and Health; Problem Solving; Records (Forms); Safety Education
IDENTIFIERS- *California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on-the-job health and safety concerns and standards in the United States. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other

IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses dealing with law enforcement authorities. It is designed to teach immigrants the following: understand laws and consequences of breaking them; how the law enforcement agencies operate; how to look out for and advocate for oneself; when to seek legal advice; and how to assure that the advice they receive is good. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives, learners and context, room setup, to bring, to do ahead, media used, and steps. The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: describe various authority systems; interview officers to gather information; role play positive encounters with authorities; and calculate blood alcohol levels. (YLB)

ED 416 360 CE 075 780

Kissam, Ed; Dorsey, Holda
Parenting in the U.S. Tierra de Oportunidad Module 23. LAES: Latino Adult Education Services Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 97
NOTE- 35p.; For related modules, see CE 075 757-787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; English (Second Language); Family Life; Immigrants; Learning Modules; Lesson Plans; Literacy Education; *Parent Child Relationship; *Parent Education; Parent Role; Parent School Relationship; Parent Teacher Cooperation; *Parenting Skills; Problem Solving
IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on parenting in the United States. It is designed to assist instructors in helping parents with the problem-solving they face. The module provides the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: discuss, analyze, and resolve difficulties of raising children in the United States; analyze time spent on daily activities; list ideas for quality family time; and interpret and prepare a pie chart. (YLB)

ED 416 361 CE 075 781

Kissam, Ed; Dorsey, Holda

demarcation between training and adult education and focus instead on combining the strengths of both to create a new definition of adult education. (Contains 17 references.) (KC)

ED 416 379 CE 075 849

Galusha, Jill M.
The Role of Subject Matter in Adult Learning.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Learning; Adult Students; Andragogy; *Cognitive Style; Continuing Education; Learning Processes; *Learning Strategies; Learning Theories; Models; *Teaching Methods
IDENTIFIERS- *Subject Content Knowledge

Selecting appropriate teaching strategies to optimize learning of a particular body of knowledge presents a challenge to adult educators. There has been little emphasis, however, on the role that subject matter plays in the learning process. From a literature review, a model that relates teaching methods to subject matter and learner dependence can be constructed. Elements of the model include the following: subject matter, prior knowledge, pedagogical theory and practice, subject matter classification along a continuum related to student dependence-independence, and use of a variety of learning strategies related to the subject matter and the dependence or independence of the student. (15 references) (KC)

ED 416 380 CE 075 850

Galusha, Jill M.
The Use of Computer Technology by Older Adults.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Attitudes; *Computer Literacy; *Computer Networks; *Computer Oriented Programs; *Older Adults; Online Searching; Training
IDENTIFIERS- SeniorNet

The older adult (55) population is becoming a significant presence in the personal computer market. Seniors have the discretionary income, experience, interest, and free time to make use of computers in interesting ways. A literature review found that older adults make use of computers in significant numbers: 30 percent of computer owners are older than 55 years old. Twenty-three percent of seniors over the age of 75 now own Personal Computers (PCs). Genderwise, 38% of male respondents own PCs compared to 23% of female respondents. Thirty-three percent of survey respondents who are married own PCs versus 23% of unmarried respondents. Of PC owners, 53% are college graduates, 22% have "some college," and 7% did not finish high school. Seniors use computers to stay in touch with family and friends via e-mail, research health issues, write, play games, manage personal finances, and create graphics in desktop publishing. The primary reason that 71 percent of seniors do not own computers is unfamiliarity with computers. Training opportunities for seniors are increasing, however, and seniors are taking advantage of them, especially using peer tutoring. Learning to use computer technology is a step toward lifelong

Learners through Transformative Teaching.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Orlando, FL, October 31-November 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Students; *Classroom Communication; Classroom Environment; Classroom Techniques; Educational Practices; Educational Theories; Empowerment; Higher Education; *Leadership Training; Qualitative Research; *Teacher Student Relationship; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Transformation Theory (Adult Learning)

The "new science" of leadership encourages and supports participative management and focuses on relationships. As they train educational leaders in democratic, humane, and inclusive principles, educators must model those same principles in their classrooms. Teachers seeking to evoke the voices of adult learners through transformative teaching must recognize the diverse voices of adult students, encourage their total participation in the classroom, and build relationships that give voice to their silence or reluctance. A descriptive, qualitative study based on open-ended interviews with 10 students from the past 3 years confirmed the effectiveness of the following transformational teaching practices: have students respond to class readings in reflective journals; ensure the active participation of all students by designing activities around classroom work in small groups; accept students and their own experiences by assigning true case stories appropriate to the class' focus and providing feedback on the stories that underscore the value of what they already know; and gradually help learners take charge of their own learning through learning activities designed to demonstrate the value of shared or distributed power and assessment activities in which students are partners in their own assessment. (Contains 19 references.) (MN)

ED 416 400 CE 075 884

Swope, John A., Ed.
Building Bridges to Tomorrow in Business and Marketing Education. Atlantic Coast Business and Marketing Education Conference Proceedings (15th, Raleigh, North Carolina, February 20-21, 1998).
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Basic Business Education; Business; Business Communication; *Business Education; Classroom Techniques; *Computer Uses in Education; Disabilities; *Education Work Relationship; Educational Needs; *Educational Practices; Employment Qualifications; Entry Workers; Group Instruction; Integrated Curriculum; Internet; Listening Skills; *Marketing; Multimedia Instruction; Problem Solving; Regional Planning; Sciences; Social Studies; Time Management; Training; World Wide Web

This proceedings includes the following papers: "Using Multimedia in Computer Applications" (Delores Barnhill); "Becoming an

NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Collective Bargaining; Employment Patterns; *Flexible Working Hours; Foreign Countries; *Human Resources; *Job Layoff; Job Training; *Labor Turnover; Organizational Change; Technological Advancement; Unions; *Wages
IDENTIFIERS- *Germany

Data on flexibility in German companies were compiled through interviews and followed up annually. Employment trends in western Germany indicated a historic peak of 29.5 million employed in 1992 followed by a steady decline of about 1 million to 28.5 million in 1995. Employment losses continued in 1996; 1997 showed some signs of stability. Measurement of numerical flexibility of human resources showed an average job turnover of 7.9 percent per year for 1982-94 and considerable labor turnover at around 11 percent per year, with a slightly rising trend for 1993-95. Another dimension of flexibility of human resources and establishments, variation in working time patterns, was very large and increased as establishment size increased. Pay flexibility was inferred from wage differential trends, number of establishments bound by collective wage agreements, and wage gap between wages/salaries paid and collectively agreed wages. Wage differentials increased; the number of establishments bound to collectively agreed wages dropped; and the average wage gap fell. Technical and organizational change affected research, product innovation, and investment, which, in turn, required a new work organization, decoupled operating and working times, and additional staff qualifications. Corporate flexibility required employee training to produce higher skill levels. Because few establishments were integrated, fewer workers were affected. (Contains 54 references.) (YLB)

ED 416 418 CE 075 955

Career & Technology Studies. Manual for Administrators, Counsellors and Teachers. Interim.
PUB DATE- 97
NOTE- 848p.; For related documents, see ED 399 390, ED 410 464-466, ED 410 474, and ED 411 408-413.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Career Choice; *Career Education; *Career Planning; Careers; Competency Based Education; Educational Certificates; Educational Facilities; Educational Facilities Improvement; Educational Strategies; Experiential Learning; Foreign Countries; Health; Integrated Curriculum; Learning Modules; Professional Development; Program Implementation; Safety; Secondary Education; Student Certification; Student Evaluation; Teaching Methods; *Technology Education
IDENTIFIERS- Alberta

This manual is a support document that supplements other Career & Technology Studies (CTS) documents, including the "Career and Technology Studies Program of Studies" and the "Guide to Standards and Implementation" for each strand. Appendixes support each section and may be photocopied or adapted. Section

Bean, Thomas W.
ReWrite: A Music Strategy for Exploring Content Area Concepts.
PUB DATE- 98
NOTE- 9p.; "Reading Online" is a purely electronic journal. It is published by the International Reading Association and made available via the IRA web site (cited below). The journal is published "continuously" and does not use volume or issue/number designations.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; Concept Formation; Content Area Reading; Elementary Secondary Education; Learning Strategies; *Music; *Musical Composition; Preservice Teacher Education; Student Motivation; *Thinking Skills
IDENTIFIERS- *Content Area Teaching; *ReWrite Music Strategy; Small Group Communication

ReWrite is a teaching strategy designed to help students explore content area topics using music. Starting with limited knowledge about a topic, students read, watch videos, visit museums, listen to guest speakers, and collect new ideas about a topic that they can write about in music form. ReWrite offers a means of exploring common misconceptions students have about a topic. In this strategy, music has the potential to engage students' interest, foster small group interaction in concept learning, and enhance abstract reasoning. Steps in the ReWrite strategy include: (1) deciding what concepts students might understand, along with potential misconceptions about the topic; and (2) using a predictable, easy-to-follow melody, write some verses that reflect this limited knowledge about the topic. An original song, "Bats in My Yard Blues," was completed by preservice teachers using the ReWrite strategy as part of a themed unit on the desert in a course on assessment and instruction in reading and writing. (Contains eight references.) (CR)

ED 416 437 CS 012 990

Topping, Keith
Electronic Literacy in School and Home: A Look into the Future.
PUB DATE- 97
NOTE- 28p.; "Reading Online" is a purely electronic journal. It is published by the International Reading Association and made available via the IRA web site (cited below). The journal is published "continuously" and does not use volume or issue/number designations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Computer Literacy; Definitions; Distance Education; Electronic Text; Elementary Secondary Education; Evaluation Methods; *Family School Relationship; *Futures (of Society); Global Approach; *Hypermedia; Multimedia Instruction; Reading Instruction; Writing Instruction
IDENTIFIERS- *Electronic Literacy; Technology Integration

This hypertext paper provides teachers and parents with a broad overview of electronic literacy (literacy activities which are delivered, supported, accessed, or assessed through computers or other electronic means) in school and home, and includes

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Kindergarten; Online Systems; Parent Role; Reading Games; *Reading Improvement; *Reading Instruction; Reading Materials; *Reading Skills; Student Evaluation; Teacher Role; Vocabulary Development
IDENTIFIERS- *Interactive Reading; Student Led Activities

Combining the strengths of both the phonics and whole language methodologies, this Windows-based computer program on CD-ROM for preschool and kindergarten children builds reading and thinking skills through active exploration in more than 175 lessons and more than 400 vocabulary words. It uses an interactive adventure on an incredible flying machine to provide both guided and self-directed learning opportunities through more than 35 different playful activities. Teachers can change a student's location in the reading adventure and monitor each student's progress individually. The CD-ROM also contains a "Dear Parents" video presentation that discusses the educational underpinnings of the program and the role teachers and parents play in helping children become successful and eager readers. The speech recognition feature of the program (requiring high quality microphone input hardware capability) allows students to direct computer actions with their voices and listen to their own voices by reading the 12 interactive books included in the program. (RS)

ED 416 456 CS 013 066

Kasten, Wendy C.; Lolli, Elizabeth Monce
Implementing Multiage Education: A Practical Guide.
PUB DATE- 98
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Curriculum Development; *Educational Change; Elementary Secondary Education; Evaluation Methods; Language Arts; Mathematics Instruction; *Mixed Age Grouping; Program Implementation; *Student Evaluation
IDENTIFIERS- Educational Issues

Noting that multiage education continues to receive a great deal of interest as educators, legislators, and parents seek to find ways to improve educational experiences for all children, this book takes readers by the hand and guides them as they move from exploring the concept of multiage to the actual stages of implementation. As is consistent with the philosophy of multiage, the book does not suggest that there is only one right way to put multiage into practice but presents many possible avenues to beginning multiage classes. "Clipboards" and "memos" at the end of each chapter provide summaries or discussion questions for the faculty to ponder as they decide if and how to implement multiaging in their school. After a foreword by Barbara Nelson Pavan and an introduction, chapters in the book are: (1) "Why Become Multiage"; (2) "Changing the Face of Education--Successfully"; (3) "Designing the Multiage School"; (4) "Schoolwide Considerations"; (5) "Setting the

Native students. In 1995 the Literacy Council of Alaska asked the university to offer services to the foreign graduate students because they and their dependents were overloading the volunteers at the Literacy Council. Thus, the university gained a teaching assistant paid for outside the center and the English Department. A comparison of the number of writing center tutoring sessions conducted prior to the community liaison and the number after shows an astounding increase. To "unlock the locks" the writing center must be viewed as "central" regardless of where the site is in the university system. The initiative must start from inside the university and move to the outside. (NKA)

ED 416 476 CS 216 179

Yood, Jessica
Assessing Assessment: Reinventing the Portfolio System, Reinvigorating A Writing Program.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Cooperation; *Evaluation Methods; Higher Education; Instructional Development; *Portfolio Assessment; Student Evaluation; Writing Evaluation; *Writing Instruction
IDENTIFIERS- *State University of New York Stony Brook

Sometimes an assessment program becomes well-established, nationally recognized, "proven" effective, and thus stuck in its routines and reasoning, becoming just another university bureaucracy for the teachers and students who work within it. The pedagogical question was how to keep an assessment program, or writing program for that matter, viable and productive. Teachers found themselves steeped in an assessment system which they had no say in creating; they did not feel a part of the portfolio system. Seeking to remake a system and claim it as theirs, educators at the State University of New York at Stony Brook came together to author change. Process, collaboration learning, and audience awareness are not just for the writing classroom, they are for the writing program. A group of four operates with these practices in mind. Meeting once a week, visiting each other's classrooms and students, and reading student papers together, teachers seek to learn from their differences in teaching and evaluating. The approach to a portfolio system would be a model for how best not only to run writing programs but to think about writing, teaching writing, organizing writing programs and writing in the academic community and curriculum and beyond. (CR)

ED 416 477 CS 216 180

Buening, Alice P., Ed.
Children's Writer's and Illustrator's Market.
PUB DATE- 97
NOTE- 370p.
LANGUAGE- English

Why It Is Important To Recognize and Understand the Constructs That College Writing Center Tutors Bring to Their Tutoring Sessions.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Conference of the CUNY Writing Centers Association (10th, New York, NY, March 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Higher Education; Interpersonal Communication; *Tutoring; *Tutors; *Writing Instruction; Writing Laboratories; Writing Research
IDENTIFIERS- Communication Behavior; *Tutor Role; *Voice (Rhetoric)

A study examined how college tutors make sense of tutoring sessions and how their analysis in turn influences their subsequent decisions and actions. Subjects were two tutors who were asked five questions over a period of two sequential tutoring sessions. One tutor realized that her goal was to help students earn better grades, that she managed the session, and, as a consequence, infrequently listened to the student. Another tutor revealed a very different approach to tutoring--she was conscious of her major tutoring construct (supporting her students to develop their voice) and could articulate it and demonstrate it in practice. The second tutor took the time to continually check with the student to determine that she understood what the student intended. Two questions remain: the role that voice plays in a tutor's primary tutoring constructs , and how a tutor's understanding of the importance of the development of a student writer's voice can be used in support of the tutor's work with student writers. (RS)

ED 416 496 CS 216 205

Barrington, Judith
Writing the Memoir: From Truth to Art.
PUB DATE- 97
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audience Awareness; *Autobiographies; *Creative Writing; Higher Education; Independent Study; Literary Genres; *Personal Narratives; *Writing Exercises; *Writing Strategies
IDENTIFIERS- *Authorship; Writing Groups

This book is aimed at those who want to record personal stories, or for family and friends, or for fulfillment of higher literary standards. It is a book to open up conversations about memoir and a practical guide to the craft, the personal challenges, and the ethical dilemmas of writing true stories. The chapters deal with getting started, finding form, telling the truth, using fictional techniques, expanding language skills, developing sensory detail, writing about living people, placing a story in a larger context, getting feedback on stories, and steering clear of common pitfalls. Detailed writing exercises are included in each chapter, and guidelines for critique offer an invaluable tool for writers' groups. An appendix explains legal issues pertaining to memoir. (NKA)

ED 416 497 CS 216 206

outcomes, student assessment, identification of resources, and project assessment. It then presents 12 lesson plans on making contact, interviewing, conducting oral history sessions, and sharing. The models and samples present a task agenda, a sample assessment rubric, a venue arrangement checklist, an oral history session grading criteria, and a self assessment form. The paper then presents a total of six expected process and content outcomes; and also presents intercurricular connections of the oral history project to language arts, social studies, mathematics, art, computer technology, and organizational skills. It concludes with lists of information literacy standards and New York State Learning Standards. (RS)

ED 416 518 CS 509 713

Gilbert, Michael B.
Are Your Kids At-Risk? Do You Listen to How They Speak to You More Than Just What They Say?
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the International Listening Association (19th, Kansas City, MO, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Family Environment; *High Risk Students; *Interpersonal Communication; Models; *Parent Child Relationship; Personality Assessment; *Personality Traits
IDENTIFIERS- *Arkansas; *Communication Behavior; Process Models

Parents and educators can be described by three predominant personality types as characterized by Kahler's Process Communication Model. Children at-risk are predominantly two other types, and the adults in their lives have little energy to deal with them effectively. Two projects designed to assist the parents of children and youth having difficulty in school were funded by the Family Preservation Unit of the Arkansas Department of Children and Family Services. These projects targeted the staff and parents in the two largest school districts in the state. "Process Parenting" was developed by Taibi Kahler as a focused application of his "Process Communication Model." The model suggests six personality types--Reactors, Workaholics, Persisters, Dreamers, Rebels, and Promoters. Parents are more strongly reactors or persisters, while at-risk children are Rebels or Promoters. Communicating with Rebels and Promoters is most effective when it involves kinesthetic input through either an emotive or directive channel. For parents to become more effective, they must be able to recognize the operative failure mechanisms people project--either themselves or their children. Providing assistance by giving parents new tools to communicate more effectively enhances the child's potential for: (1) completing graduation requirements; (2) preparing for employment; and (3) reducing the possibility that future public assistance will be necessary. Process Parenting is not a panacea, only a useful tool. Parents and their children will continue to try to get their needs met. If those needs are different, effective communication is one of the ways for peace in the family to happen. (Contains nine references, and two tables and a figure of data; sample comments and data from a Process Parenting

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *College Environment; Empowerment; *Higher Education; *Homosexuality; Lesbianism; *Minority Groups; Sex Discrimination; Student Surveys; Teacher Surveys
IDENTIFIERS- *Academic Community

Higher education has made great progress in creating open organizational classroom environments for diverse populations. However, little research has been published on the experiences of lesbians and gay men in colleges and universities. A study identified the extent to which higher education is creating an open and comfortable environment for lesbians and gay men. The study examined lesbian and gay organizational and classroom experiences in higher education; it also solicited information on specific strategies that lesbian and gay educators and administrators are using to enhance those experiences. A sample group of 47 subjects responded to the survey (representing a response rate of 84%). A supplemental procedure yielded five participants who were members of a university-wide gay and lesbian caucus; thus, 52 was the total number of survey participants. Strict confidentiality was maintained, and subjects were not asked to identify themselves in any way. The survey revealed that lesbians and gays encounter fairly positive experiences in academic organizations and within the classroom; they are also actively working to enhance those environments through a variety of empowerment strategies. (Contains two tables of data and 64 references.) (Author/NKA)

ED 416 539 CS 509 735

Dalton, Diana G.
Reevaluating the Basic Public Speaking Course.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; Course Objectives; Curriculum Development; *Educational Change; Higher Education; *Instructional Improvement; *Introductory Courses; *Public Speaking; Relevance (Education); *Teaching Assistants
IDENTIFIERS- *Critical Pedagogy

This essay develops the position that the basic public speaking course is in need of reevaluation. Topics discussed include the importance of adopting a critical pedagogical stance, Paolo Freire's (1983) banking versus problem-posing concepts of education, the problems arising from the prevalent use of teaching assistants as public speaking instructors, and redescribing the basic public speaking course. This essay calls for teachers in the communication discipline to reevaluate their methods, content, and pedagogical stance to provide students with the most valuable and meaningful course possible. (Contains 20 references.) (Author)

ED 416 540 CS 509 736

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *College Students; Communication Research; Comparative Analysis; Higher Education; Nontraditional Students; *Nonverbal Communication; *Sex Differences; *Sex Role; *Social Status; Socialization
IDENTIFIERS- Classroom Interaction Data; Gender Issues; Rule Learning

A study examined the gender and status (defined as traditional versus nontraditional student) differences on the Classroom Interaction Rules Survey (CIRS). The research questions asked if significant differences exist between males and females and traditional and nontraditional students in terms of compliance with and importance of implicit nonverbal rules in the college classroom. It is suggested that the classroom is a place where students are socialized into behaving in certain ways. Results suggest that gender is a greater influence than status in the socialization of implicit nonverbal rules. The role expectations may be greater in terms of gender than of status given the results of the CIRS. (Contains seven references.) (Author/CR)

ED 416 559 CS 509 762

Waldeck, Jennifer H.
Dealing with Students' Personal Issues: Advice for the Basic Course Instructor.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Communication Research; Higher Education; *Interpersonal Relationship; *Introductory Courses; Listening Skills; Research Utilization; *Speech Communication; *Student Problems; Teacher Behavior; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Communication Behavior

Concerned basic communication course instructors are in a position to help students avoid personal tragedy by providing them with knowledge of communication theory, research, and skills. However, teachers' roles in helping students who are in the midst of crisis are less direct and should involve referring students to experts trained to advise them. Exposing students to the research on the role of communication in relationship dysfunction and decay is a direct way of influencing students; it provides them with strategies for avoiding or coping effectively with negative relationship experiences. Whatever framework an instructor uses to discuss relational break-ups, students should exit the basic course with a greater awareness of what a deteriorating relationship looks and feels like, and whether or not it is salvageable. However, instructors must realize their limitations as advocates and advisors when approached by students who are not coping effectively--who have experienced or are currently experiencing domestic violence, rape, and resulting depression, substance abuse, or suicidal feelings. The first step

ED 416 579 EA 028 903

Moving toward Standards in Colorado Classrooms. Report on District Needs Assessment.
PUB DATE- 97
NOTE- 50p.; Prepared by the Standards Project Team.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Excellence in Education; Program Content; Public Opinion; *Public Schools; *School Readiness; State Surveys
IDENTIFIERS- *Colorado

In 1993, the Colorado Legislature enacted laws calling for standards-driven education, which requires all school districts to hold students to high standards in 12 content areas. This document reports on the results of a survey to measure the statewide progress of this transformation. The survey's purpose was to determine the successes and barriers encountered along the way, the degree of participation in standards development, the degree of readiness for a standards-driven system, and any expectations for change once standards are set firmly in place. The survey was mailed to all superintendents, school board presidents, and accountability committee chairs (20 percent return rate), as well as a random sample of thousands of educators, community leaders, parents, and others. Results indicate that progress toward developing first-round content standards and related assessments is on course. Development of content-aligned assessments is going slower, but reports are nevertheless encouraging. Many of the survey respondents had high hopes for standards-driven education, as reflected in their broader expectations for positive change. Surveyees expect assessments to be linked to instruction and to better measure students' knowledge. Most respondents were not daunted by barriers, the biggest one being a lack of time and a paucity of training. Appendixes include: the survey instrument and data sheets provide statistics of the responses to each question by locale (city, suburb, rural) and type of respondent (department chair, principal, parent, etc.) (RJM)

ED 416 580 EA 028 904

Windler, William, Ed.
Colorado Charter School Information Packet and Handbook. The Colorado Charter Schools Act of 1993. Fifth Edition.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Innovation; Educational Planning; Elementary Secondary Education; *Experimental Schools; Guidelines; Nontraditional Education; Program Proposals; *Public Schools; Specifications
IDENTIFIERS- *Colorado

In authorizing charter schools, Colorado created an avenue for parents, teachers, and community members "to take responsible risks and create new, innovative, more flexible ways of educating all children within the public school system." A

Driver, Lynn E.; Nelson, Virginia Simson; Warschausky, Seth A.
The Ventilator-Assisted Child: A Practical Resource Guide.
PUB DATE- 97
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Ancillary School Services; *Child Rearing; Communication Skills; *Daily Living Skills; Elementary Secondary Education; Emotional Adjustment; Infants; Leisure Time; *Medical Services; Nursing; Physical Disabilities; Physical Therapy; Recreational Activities; Sex Education; *Special Health Problems; Young Children
IDENTIFIERS- *Ventilator Dependence

The 16 chapters comprising this manual are intended to provide a practical guide for meeting the needs of ventilator-assisted children. Chapters have the following titles and authors: (1)"Spectrum of Care" (Virginia Simson Nelson and Lynn E. Driver); (2) "Long-Term Airway Management for the Ventilator-Assisted Child" (Ann Marie Ramsey and Elizabeth Ann Grady); (3) "Pediatric Home Mechanical Ventilation" (Grady); (4) "The Role of Nursing in the Transition Home for Ventilator-Assisted Children" (Cathy Lewis and Janet Dean); (5) "Functional Independence in Activities of Daily Living" (Angela Jordan, Donn F. Hilker, and Janet Santos); (6) "Oral and Written Communication Needs of the Ventilator-Assisted Child" (Driver and Hilker); (7) "Special Needs of the Prelinguistic Ventilator-Assisted Infant" (Juanita Zink Cox and Dale VanDeinse); (8) "Feeding and Swallowing Issues in the Ventilator-Assisted Child" (VanDeinse and Cox); (9) "Physical Therapy Goals and Intervention for the Ventilator-Assisted Child or Adolescent" (Gretchen Backer and Betsy Howell); (10) "Leisure and Recreation: Activities and Resources for the Ventilator-Assisted Child" (Robert Wolfe, Deborah Webb, and Hilker); (11) "Establishing a Recreational Camp for Ventilator-Assisted Children" (Mary Dekeon and Betsy Howell); (12) "Sexuality Education for Ventilator-Assisted Adolescents and Their Families" (Angela Giacoletti Argento, Lisa Engel, and Seth Warschausky); (13) "Psychosocial Adjustment to the Transition Home" (Engel and Amy Jo Herndon); (14) "Transitions: A Personal Perspective" (Derek Juntunen); (15) "A Family's Perspective" (Darlene Russ); and (16) "Resources for Ventilator-Assisted Children and Their Families" (Engel, Herndon, and Donald G. Kewman). Appendices list resources for leisure and recreation and assistive technology solutions for computer access. (Individual chapters contain references.) (DB)

ED 416 599 EC 306 147

Martin, Kellie; Murray, Anne
Toddler Connections.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Schrag, Judy
Relationship of IEP Wingspread Recommendations to the IEP: IDEA Amendments of 1997 and Committee Reports.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 47p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accessibility (for Disabled); *Accountability; Behavior Change; *Disabilities; Educational Assessment; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Inclusive Schools; *Individualized Education Programs; Student Educational Objectives; Systems Approach; Teacher Role; Teaching Models
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This report identifies provisions of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 that relate to 10 recommendations proposed by a 1996 conference of the National Association of State Directors of Special Education on the Individualized Education Program (IEP). The conference used an accountability model that views accountability from a systemic perspective and the IEP as a major tool to achieve intense student learning outcomes. The information is presented in tabular form with three columns that show: first, the IEP recommendations from the conference; second, the relevant section/s of the 1997 IDEA amendments; and, third, related information from reports of the Senate on Labor and Human Resources and the House Committee on Education and the Workforce. Recommendations address such aspects of the IEP as IEP language; specification of accommodations; strategies for access to the general curriculum; making the IEP process more user-friendly; IEP focus on various transition points; student participation in the accountability program; use of broad-based goals; specification of the general education teacher's role; behavior management issues; and linking of educational objectives, intervention, and evaluation. (DB)

ED 416 618 EC 306 169

Schrag, Judy; Ahearn, Eileen M.
Summary of Changes Related to the Individualized Education Program (IEP): Current Law and 1997 IDEA Amendments, Including Congressional Committee Comments. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Compliance (Legal); *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Individualized Education Programs
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This report summarizes provisions and highlights changes for the Individualized Education Program (IEP) within the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. Also included are references from the two Congressional Committee

Management; *Recruitment; *Staff Development; *Training Methods

The fourteen brief articles in this theme issue all examine challenges in the development of direct support staff working with people who have developmental disabilities. The articles also include the views of direct support providers and people with developmental disabilities themselves, as well as examples of strategies used by provider agencies and others to improve the recruitment, retention, and training of direct support staff. The articles are: "Good Staff, Bad Staff, No Staff At All: Advice from Two Consumers" (Jim Beaty and Nathan Perry); "People Need People: The Direct Service Workforce" (Amy Hewitt and Susan O'Nell); "A Call to Exemplary Service" (Marianne Taylor); "Assessing Workplace Recruitment and Retention: The First Steps" (Sheryl A. Larson); "Expanding the Direct Service Workforce: Possibilities through School-to-Work" (Teri Wallace); "Reducing Turnover: The VNCC Approach" (Laurel A. Ditson); "Turning It Around" (Mary Claire Mohrfeld); "Peer Mentoring: Mission--Possible" (Sue L. Curtis and others); "Providing Culturally Competent Services" (William Ebenstein); "Strategies for Addressing Workforce Issues"; "A New Perspective on Training at Dungarvin" (Sandy Henry and others); "Training the Trainer: Minimizing Expense, Maximizing Skills" (Howard Miller and Jo Johnson); "Collaborative Training: The MATC Program" (Susan O'Nell and John Westerman); and "Self-Directed Work Teams: An International Learning Experience at Vinfen" (Harry E. Dumay and Elisa Velardo). Also contains information on related World Wide Web sites and the National Alliance for Direct Support Professionals. (DB)

ED 416 636 EC 306 192

Teaching Students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-Related Effects.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Alcohol Abuse; Behavior Patterns; Child Development; Children; Clinical Diagnosis; Early Childhood Education; Elementary Secondary Education; *Fetal Alcohol Syndrome; Foreign Countries; Incidence; Infants; Interdisciplinary Approach; *Intervention; *Prenatal Drug Exposure; Prenatal Influences; Special Health Problems; *Student Characteristics; *Symptoms (Individual Disorders); Teacher Student Relationship; *Teaching Methods; Young Children

This guide provides a review of the characteristics of children with fetal alcohol syndrome (FAS) or possible prenatal alcohol-related effects (PPAE) and describes specific intervention strategies. Section 1 offers a general review of the diagnostic procedures, the prevalence of FAS and the physical, educational, and behavioral characteristics of FAS and PPAE. The characteristic specific cluster of physical anomalies associated with FAS is detailed and characteristics are listed by type (physical, attention and hyperactivity, speech/language, socialization, cognition) for three age groups: birth to 6 years, 7 to 12 years, and 13 to 18 years. Section 2 describes specific strategies to enhance the educational, social, behavioral, and psychological development of students with FAS and PPAE. This section also explains strategies for developing self-management skills and strategies collaboration and the benefits and drawbacks of different conflict management styles (competitive, avoidance, accommodating, compromising, and collaborative). Barriers to collaboration, including competition between agencies, lack of organizational structure for coordination, technical factors, and personnel are also discussed. The module also discusses methods for resolving conflicts and negotiation strategies. Identified strategies include separating the people from the problem, focusing on mutual interests, inventing options and alternatives for mutual gain, managing anger and resistance, insisting on using objective criteria, and selecting options and alternatives. A second module on collaborative consultation describes the benefits of consultation, the principles of consultation and consultation strategies, and examples of consultation in therapy and childcare. Both modules include extensive faculty presentation guides for each of the major discussion areas, classroom handouts, activities, and transparencies for illustrating concepts. (Each module includes references.) (CR)

ED 416 657 EC 306 229

New Horizons: A Jacob Javits Gifted and Talented Students Education Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Art Activities; *Art Education; *Curriculum Design; Dance; Drama; Economically Disadvantaged; Elementary Education; Family Involvement; *Gifted; Music; Partnerships in Education; Postsecondary Education; Professional Development; Program Design; Program Development; Social Support Groups; Student Evaluation; *Talent; *Talent Development; *Talent Identification; Teacher Education; Teaching Models
IDENTIFIERS- Jacob K Javits Gifted Talented Stdnt Educ Act 1988

This report describes the creation of New Horizons, an ArtsConnection comprehensive model for talent identification and development in the arts. New Horizons focuses on how schools can identify and appreciate artistic talents, how teachers can help students use their artistic abilities to improve their school performance, and how economically disadvantaged families can take advantage of educational and cultural resources to help children develop gifts and talents. ArtsConnection provided instructional opportunities for students, teachers, and families, and a support structure to help students overcome some of the obstacles they faced in pursuing their talents. Professional artists in dance, music, and theater; curriculum developers and facilitators; teachers and school specialists; and highly supportive parents collaborated in 10 schools to create a program that demonstrated how the arts can help students to achieve both artistic and academic potential. Research conducted throughout the project showed that artistically talented students reading below grade level demonstrated significant improvement in both classroom performance and standardized test scores when involved in a combination of arts instruction and academic assistance that built on their artistic strengths. The report includes information on talent identification processes, the performing arts curriculum, professional development programs, channels, new cable and satellite technologies), multimedia tools, the politics of communication (brand names), the publishing industry, the automation of information systems, and the organization and administration of library collections. Each chapter contains two texts and related vocabulary, grammar, and usage exercises. Contains a glossary, answer key, and a list of references and resources. (MSE)

ED 416 677 FL 025 072

Rhodes, Nancy C.
Alternative Assessment for Immersion Students: The Student Oral Proficiency Assessment (SOPA).
PUB DATE- 96
NOTE- 22p.; Paper presented at the European Conference on Immersion Programmes (3rd, Barcelona, Spain, September 25-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Evaluation Criteria; Evaluation Methods; *Immersion Programs; Interviews; Language Fluency; *Language Tests; Listening Comprehension; Rating Scales; Second Language Instruction; *Spanish; Speech Skills; *Student Evaluation; Test Construction; Test Use; Testing; *Verbal Tests; Young Children
IDENTIFIERS- ACTFL Proficiency Guidelines; Alternative Assessment; *Oral Proficiency Testing; *Student Oral Proficiency Assessment; Two Way Bilingual Education

An alternative assessment instrument developed to assess oral language skills of students in Spanish immersion programs in the United States is described. Originally developed by the Center for Applied Linguistic to evaluate 6-year-old immersion students' speaking and listening skills in a school in Oak Ridge, Tennessee, the Student Oral Proficiency Assessment (SOPA) is now used as a prototype for oral language assessment of 6-to-9-year-olds students in a variety of immersion program types. The SOPA interview consists of four parts: listening comprehension; informal questions; science and language usage; and story telling. Two students are assessed at a time by two examiners in a non-stressful, friendly environment. The goal of the assessment is to show what the students can do with language, not what they cannot do. Students' comprehension and fluency are rated on a six-level holistic scale based on a modified rating scale of the American Council on the Teaching of Foreign Languages (ACTFL). In addition to a description of the instrument and rating scale, results from a two-way Spanish immersion program are presented, and plans for collection reliability and validity data are discussed. (Author/MSE)

ED 416 678 FL 025 073

Makarova, Veronika
Teaching English Pronunciation to Large Groups of Students: Some Suggestions.
PUB DATE- 96
NOTE- 12p.; Paper presented at the National Japanese Conference for English Language Education (22nd, Sendai, Japan, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Teacher Cooperation; Portfolio Assessment; Portfolios (Background Materials); Reading Instruction; Science Instruction; Second Language Instruction; Second Language Learning; *Special Education; Student Evaluation; Teaching Methods; Writing Instruction
IDENTIFIERS- *Content Area Teaching; New York City Board of Education; Sheltered English

The collection of readings is designed to provide special education teachers in New York City (New York) public schools with information about and techniques for teaching Limited-English-Proficient (LEP) students. Articles address these topics: the demographics and trends of LEP populations; Hispanic student achievement; meeting the needs of culturally diverse exceptional students; bilingual special education; English-as-a-Second-Language (ESL) in special education; disabilities and language acquisition; language-minority students and special education; language instruction for mild, moderate, and severe disabilities; behavioral diversity; empowering culturally diverse students with learning problems; misconceptions about second language learning; cooperative learning and diverse language backgrounds; portfolios and alternative assessment methods; making the reading/writing connection; sheltered English; ESL through content-area instruction; mathematics instruction; science instruction; computers for story-writing; academic achievement in a second language; multicultural activities; working with culturally diverse parents; parent involvement; why some parents don't come to school; intergenerational literacy; and the role of school paraprofessionals. (MSE)

ED 416 697 FL 025 102

STARS for ESL. Strategies, Techniques and Resources: Meeting Higher Standards in Grades 6-8.
PUB DATE- 97
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Bilingual Education; Classroom Techniques; Curriculum Design; *English (Second Language); *Instructional Improvement; Intermediate Grades; Junior High Schools; *Language Arts; Learning Modules; Middle Schools; Second Language Instruction; Special Education; Teaching Methods
IDENTIFIERS- *Content Area Teaching; New York City Board of Education

This guide is designed to provide teachers with instructional strategies and techniques to enhance the content area and language achievement of intermediate and advanced bilingual/English-as-a- Second-Language (ESL) learners in New York City (New York) public schools. Its content is geared to recently-developed city standards for curriculum design and student performance in English language arts. An introductory section gives background information on the materials, standards, and instructional scope and sequence. The second contains seven instructional units with activities keyed to specific standards, and including worksheets; each unit has activities bridging two instructional levels (beginning/intermediate, intermediate/advanced, advanced/transitional). The third section provides further information on: current ESL methodologies and approaches; teaching ESL through music, art, and multicultural literature; strategies for integrating ESL and the content areas; assessing "be") in the speech of Korean-English bilinguals. Data were drawn from audiotaped conversations of three subjects with their family members or bilingual friends and from CS utterances selected by the researcher from daily conversations. The discussion of results addresses two issues. First, the data did not suggest a theory of bound morpheme and equivalence constraints to be universally applicable to explanations of CS phenomena, but rather demonstrated that a matrix language frame model was more explanatory for Korean and English morphosyntax. Second, two possible explanations for the production of this pattern emerged: (1) a tendency toward nominalization in code-switching, or (2) a transfer of English grammar to Korean-based code-switching. (MSE)

ED 416 719 FL 801 211

Grognet, Allene G.
Performance-Based Curricula and Outcomes: The Mainstream English Language Training Project (MELT) Updated for the 1990s and Beyond.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Competency Based Education; Curriculum Design; Curriculum Development; *English (Second Language); Instructional Materials; Literacy Education; *Oral Language; Outcomes of Education; *Reading Instruction; *Refugees; Second Language Instruction; Student Evaluation; *Writing Instruction

A description of the federal Office of Refugee Resettlement's standards and curriculum for its Mainstream English Language Training (MELT) program, first designed in 1983, outlines the principles on which the curriculum is based, its structure, and development over its first 15 years. An introductory section gives background information on the project and its design. The second section explains the adoption of the competency-based approach to English language instruction, the design of the core curriculum, and provision for local curriculum development based on this core. The specific competencies for each instructional level are then listed, and criteria for assessing performance at each level are detailed. Finally, procedures and issues in learner assessment and program accountability are discussed. Appended materials include a list of original MELT program participants, a list of commercial textbook series that incorporate MELT competencies, and oral language, reading, and writing assessment checklists at the beginning level. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 416 720 FL 801 212

Grosz-Gluckman, Viviana
A Look at the Use of Electronic Mail (e-mail) as a Learning Tool in the Writing Skills of Adult LEP Female Students.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Van Zile-Tamsen, Carol
Examining Metacognitive Self-Regulation within the Context of Daily Academic Tasks.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Educational Attitudes; Females; Higher Education; Memory; *Metacognition; Notetaking; Planning; Questionnaires; Research Papers (Students); Self Concept; Self Evaluation (Individuals); *Self Management; Study Habits; Time Management

This study sought to generate a grounded theory of the role of metacognitive self-regulation in the completion of daily academic tasks by college students. Thirteen female students in an upper-division education class completed qualitative interviews concerning studying for exams, writing papers, and taking notes. Twelve different metacognitive self-regulation themes emerged from the interviews: awareness of self, task, and memory/memory strategies; planning/organizing of time, tasks, and materials; monitoring/evaluation when studying for exams, writing papers, and taking lecture notes; and self-regulation of attention, comprehension/understanding, and learning/memory. The study also found that the participants were more likely to engage in self-regulation when they were interested in or enjoyed a class, when the professor was well-organized and/or enthusiastic, or when their time permitted. A list of interview questions is included. (Contains 57 references.) (MDM)

ED 416 740 HE 030 786

Cutright, Marc; Griffith, Bryant
Higher Education in the Service of the Economy: Education Ministry Reconfigurations and the Corporatist Agenda.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Parkland Institute Conference (Edmonton, Alberta, Canada, November 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Economic Development; Economic Factors; Educational Attitudes; Educational Change; *Educational Policy; Financial Support; Foreign Countries; *Higher Education; Political Influences; *Politics of Education; Role of Education; *School Business Relationship; *State Departments of Education
IDENTIFIERS- *Canada; *Corporatism; United States

This paper discusses the increasingly corporatist mentality within higher education, focusing on the role of the government within Canada, and elsewhere, to reshape higher education into narrow occupational training. It notes that while governments in Canada and the United States have reduced public funding for higher education, they have pursued agendas of increasing accountability through quantifiable outcomes and the forced narrowing of education to production of the workforce. The paper cites numerous critics of the corporatist-conservative agenda who discuss the growing role of government and business in shaping and spreading this agenda. It examines recent efforts by local and provincial governments in Canada to

TATTO program, and interviews with representatives from 15 of the 20 departments within the College of Arts and Sciences. (SW)

ED 416 759 HE 031 005

Koller, John M.
Globalizing Education for Engineering and Science Students: A FIPSE Project Model for "Cross-Cultural Studies of Science and Technology." Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; *Cross Cultural Studies; Curriculum Development; *Engineering Education; Experiential Learning; Faculty Development; Foreign Countries; *Global Approach; Higher Education; Interdisciplinary Approach; *Science and Society; *Social Influences; Specialization; Technology
IDENTIFIERS- *Rensselaer Polytechnic Institute NY

This report describes a project at Rensselaer Polytechnic Institute (New York) to develop a curriculum that focuses on the social construction and use of science and technology in diverse cultural contexts. The program consists of both a minor and a three-course concentration on cross-cultural studies of science and technology. Courses covered science and technology in India, China, the Arab world, Latin America, and the Third World; a history of Japanese industrialization; and a component on technology, economy, and society. Humanities and social science courses were included to help give students a global understanding of the interrelatedness of the technical and social. The project also involved experiential learning projects, such as student exchange programs, co-op placements, internships, and community service, to promote interaction between students and individuals and/or communities of different cultures; a series of faculty development seminars in cross-cultural studies of science and technology; and a weekly film featuring one of various cultures represented at the college. Evaluations undertaken of the faculty seminars, the specific courses, and student cognitive achievements indicated that the main components of the project were successful. Appendices include three program brochures, faculty seminar evaluation questions, a student cultural knowledge questionnaire, and a form for student evaluation of the cross-cultural program. (SW)

ED 416 760 HE 031 006

Tierney, William G., Ed.
The Responsive University: Restructuring for High Performance.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Change Strategies; *College Administration; College Faculty; College Students; Educational Change; Faculty College Relationship; *Faculty Evaluation; Faculty Promotion; Governance; Government School Relationship;

documents the evolution, current status, and future of laws governing bargaining by full- and part-time faculty, teaching assistants, and support staff in higher education; (4) "1997 State Higher Education Finance and Policy Developments" (William Zumeta), which notes that while state appropriations for higher education have increased during the past two years, competition from other government services remains strong; (5) "Faculty Benefits: Identifying Family Friendly Campuses" (Jay L. Chronister) finds institutions are responding to changes in the college and university workforce by changing their benefits and examines trends in expenditures for benefits; and (6) "The Hidden Campus Workforce: (De)Investing in Staff" (Gary Rhoades and Christine Maitland), which examines the effects of the increasing amount of privatization of services traditionally performed in-house and analyzes current union contract provisions. The institutional faculty salary report provides salary and compensation data for 3,047 institutions. The data are organized by state, institutional type, and control, and are based on preliminary data from the Department of Education. (Each essay contains references.) (DB)

ED 416 777 HE 031 023

Carmody, Denise Lardner
Organizing a Christian Mind. A Theology of Higher Education.
PUB DATE- 96
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Church Related Colleges; Curriculum; Educational Philosophy; Higher Education; *Religious Education; *Role of Education
IDENTIFIERS- *Theology

This book is a theological essay on education, particularly higher education in a Roman Catholic context. The book is organized as a fourfold delineation of reality, with one chapter given to each component. An introductory chapter deals with teaching, research and publication, and with theology: the Christian faith, and the difference God makes. Chapter 1 reflects on human nature on death, work, love, ritual, ignorance, and sin and their practical and theoretical implications for higher education. Chapter 2 deals with physical nature in creation of the material world, the ecosphere, physical science, and a sustainable lifestyle; their practical and theoretical implications for higher education are discussed. Chapter 3 focuses on politics as it relates to the common good, the church, governance, ministry, law, persuasion; and discusses their practical and theoretical implications for education. Chapter 4 deals with divinity, seen to be the core reality. Subtopics include transcendence, immanence, healing, grace, crucifixion, resurrection. Chapter 5 relates these four aspects directly to education in sections on students, community service, academic freedom, arts and sciences, religious studies, creativity, the college as a contemplative colony, and administration. A concluding section addresses broader issues of vision, social support, lifelong learning, education and church control, theology and church control, and wisdom and dying. (DB)

ED 416 778 HE 031 024

Value Added: The Economic Impact of Public Universities.

parts of a computer does: monitor or screen, keyboard, mouse, central processing unit, hardware, and software. Chapter 4 focuses on how a computer works. It discusses the computer user, computer programs (software), computer programmers, disk, and disk drive. Chapter 5 provides the following information on using a computer: the monitor or screen, including the cursor; typing on the keyboard; typing keys; arrow keys; shift keys; function keys; escape key; backspace key; and enter key. Chapter 6 describes other things one can do with a computer, such as save, print, play games, word processing, networks, and Internet. Chapter 7 lists computer vocabulary followed by the number of a page in the text where one can read more about the word. (YLB)

ED 416 321   CE 075 683

Carey, Tony
Crisis or Conference! Master List for Conference Planners.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conferences; *Coordination; Foreign Countries; Institutes (Training Programs); Master Plans; *Meetings; *Organizations (Groups); *Planning; Workshops

This conference organizer's guide contains 42 lists of ideas, reminders, things to check, and questions to ask when a person is planning an event such as a conference, workshop, or training session. Written from a British point of view, the guide is organized into four parts in chronological order: preplanning, planning, onsite, and post-conference. Some of the information in the guide includes the following: (1) how to get brochures paid for; (2) how to brief speakers; (3) what to budget for; (4) when to schedule recreation; (5) how to determine room layout; (6) how to control the unforeseen; and (7) what to ask the banquet manager. Two appendixes include addresses of meeting planning organizations and a glossary defining 50 terms. (KC) skills addressed in the module; teaching points (points regarding understanding California's workplace safety standards, weighing the benefits of employment against the health hazards of specific jobs, and understanding workers' rights); sample learning activities; list of print resources and commercial ESL textbooks; sample lesson plan; transparency masters; learning activities and student handouts; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: inquire about safety signs and equipment and their purpose; report an unsafe condition; work with others to address a problem; and complete a job accident report. Included in the lesson plan are the following: objectives, description of the target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

Supervisors and Teamwork. Tierra de Oportunidad Module 24. LAES: Latino Adult Education Services Project.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.

PUB DATE- 97

NOTE- 32p.; For related modules, see CE 075 757-787.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; English (Second Language); Immigrants; Interprofessional Relationship; Learning Modules; Lesson Plans; Literacy Education; Peer Relationship; *Supervisor Qualifications; Supervisors; *Supervisory Methods; *Teamwork

IDENTIFIERS- California; 353 Project

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses supervisors and teamwork. It is designed to teach about differences between supervision in different kinds of workplaces; getting along and ahead with mainstream supervisors; and getting along and ahead in a team-based workplace. The module contains the following: an overview of the topic; specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives, learners and context, room setup, to bring, to do ahead, media used, and steps. The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: describe "teamwork" at home or at work; discuss team members' roles; create a supervisor's assessment check list; and define qualities of an ideal supervisor. (YLB)

learning for senior adults, particularly when they have access to the Internet and know how to use it. The SeniorNet nonprofit network provides computer literacy training for persons over 55 years old. Seniors are increasingly taking advantage of training opportunities and using computers to enrich their lives. (KC)

ED 416 381 CE 075 851

Lee, Lung-Sheng; Hwang, Jeng-Jye
Curriculum Design and Standard Setting for Vocational Education and Training in Taiwan, R.O.C. = Jong Hwa Min Gwo Jyr Yeh Jiaw Yuh Yeu Shiunn Liann De Keh Cherng Sheh Jih Her Biau Joen Jy Jyh Ding.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Australia-Taiwan Conference on Vocational Education and Training (2nd, Chungli, Taiwan, March 2-3, 1998).
LANGUAGE- English; Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Curriculum Development; Educational Cooperation; *Educational Practices; Foreign Countries; *International Educational Exchange; Job Training; *National Standards; Public Education; Secondary Education; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Australia; *Taiwan

Three categories of vocational education and training exist in Taiwan: technological and vocational education (TVE), public training (PT), and enterprise training (ET). Together, the TVE programs provided in senior vocational schools, junior colleges, and institutes/universities of technology constitute a complete system that parallels the academic education system. PT is provided through 13 public vocational training institutes that provide approximately 90 programs and 8,600 training slots annually. The institutes are affiliated with various government agencies and supervised by three administrative bodies. The main role of TVE and PT is to develop a diverse technical and managerial work force. Taiwan's Ministry of Education standardizes and promulgates the country's TVE curricula and revises TVE curriculum standards approximately every 10 years. The standards are currently being revised, and several research and development projects to improve the TVE curriculum design process are now under way. The possibility of bilateral exchanges and cooperation between Australia and Taiwan has been explored, and the following possible forms of cooperation/exchange have been proposed: exchange of information about innovations and experience in VET curriculum design and textbook development; joint studies of VET provision; and exchanges of VET teachers/trainers and student teachers/trainers. (English and Chinese versions of the paper are included.) (MN)

International Educator: Why, How, and What" (Ray D. Bernardi); "Online Courses--A Bridge for Education" (Phyllis J. Broughton); "Web Page Maintenance" (Linda Carr, Mary Cauley); "Teaching Suggestions to Help Students Prevent Identity Theft" (Donald W. Caudill, Robert P. Lambert); "Going into Business via the Internet" (Richard Clodfelter); "Bridging the Gap: An Integrated Project by Business and Social Studies Students Using Multimedia Presentations" (Joyce Cotten, Nancy Cope); "Marketing: Risking Change" (L. Keith Goins); "Effective Listening Skills" (Mary Alice Griffin, Donnie McGahee, John Slate); "Using the Web for Training" (Terry Harrison); "Linking Marketing Content and Education" (Ellis A. Hayes); "Marketing for Individuals with Disabilities" (Elisabeth J. Heininger); "Problem Solving Using Group Challenges" (Jack Henson); "Preparing Our Business Communication Students for the Future" (Carolyn Spillers Jewell); "The B*A*S*I*C*S of Citing Electronic Materials" (Dorothy L. R. Jones); "Hogs, Sand, and Fish: Building Bridges between Science and Business" (Randy L. Joyner, Jon E. Pedersen); "Building Bridges from School to Career in the Information Age" (Sue Y. Luckey); "Talking on Paper: Business Communication in the Information Age" (Beryl McEwen); "Workforce Skills Needed by High School Graduates for Entry-Level Employment" (Darlene Mobley, Randy L. Joyner, Henry A. Peel); "Putting 'Pizazz' into Principles of Business Using 'Economics at Work' in the Classroom" (Sue Moon, Amy Singletary); "Using Print Media to Teach Marketing" (William T. Price, Jr.); "Creative Uses of Mail Merge" (Bonnie Skelton, Clarence White); "Digitizing Images" (Steven S. Springer); "Classroom Management: Strategies and Implementation" (Allen D. Truell); "Getting the Most Out of Your Day: Time Management Strategies for Teachers" (Allen D. Truell); "Building Bridges to Tomorrow through Creative Teaching Strategies in Basic Business" (Randall L. Wells); and "Create Web Pages for Business Education Classes" (Patricia I. Wilson). (MN)

A describes CTS program rationale, goals, project management, organization into 22 strands and almost 650 modules, and key features of the curriculum. Section B describes the following: implementation process; student career planning; scheduling and delivery strategies to expand students' access CTS strands and modules; connections between CTS and other courses; and CTS in junior and senior high school. Section C on classroom implementation outlines steps in planning for learning and discusses choosing instructional strategies, assessing student achievement, selecting and choosing resources, and professional development. Fourteen documents are appended: Scope and Sequence Charts and Module Descriptions; Tracking and Reporting Student Achievement in CTS; CTS in Junior High School; Making Connections in CTS; Strategies for Implementing CTS; CTS Module Parameters; Career Planning in CTS; CTS-IOP (Integrated Occupational Program) Connections; Strategies for Instruction; Developing Facilities to Support CTS; Student Learning Guide Development Matrix and Directory; Assessing Student Achievement in CTS; Standard Health and Safety Practices for CTS; and Credentialling Opportunities for CTS Students. (YLB) links and references which can be pursued for specific practical detail. Definitions of tests, hypertexts, and hypermedia lead to a discussion of changes in the definitions of reading and literacy. The paper reviews current developments in electronic literacy in five main categories. It then considers linking electronic literacy activities between home and school. In this context, access and equity issues are reviewed and the practicalities of simpler alternative multimedia technologies explored, particularly with reference to international perspectives. The paper then discusses the development of global electronic literacy from the home independent of the school. Future problems, opportunities, and developments are foreshadowed; action implications for practitioners and researchers discussed; and issues of effectiveness emphasized. Contains 83 references. (RS)

Stage: Curriculum and Instruction in a Context"; (6) "Designing the Multiage Curriculum"; (7) "Implementing Your Curriculum in the Multiage Classroom"; (8) "Math in the Multiage Classroom"; and (9) "Assessment in the Multiage Classroom." Contains approximately 220 references; 17 appendixes include survey instruments, class list forms, standards for various content areas, and a list of whole language beliefs; contains a 52-item glossary). (RS)

ED 416 457 CS 013 067

Strickland, Dorothy S.
Teaching Phonics Today: A Primer for Educators.
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Elementary Education; Holistic Approach; Instructional Effectiveness; *Literacy; *Phonics; *Reading Instruction; *Reading Strategies; Student Evaluation; Writing Instruction
IDENTIFIERS- Educational Issues

Noting that the role of phonics in learning to read is hotly debated, this book speaks to educators who seek to establish sound instructional practice that values phonics as an important tool for understanding and using written language within a balanced, comprehensive program for reading and writing. It explains what phonics is and the controversy surrounding it, shows how changes in literacy instruction have influenced the teaching of phonics, presents phonics strategies that support beginning readers and writers, and offers examples of curriculum frameworks for different elementary grade levels. After an introduction, chapters in the book are: (1) "What Is Phonics and Why Is It Such a Controversial Topic?"; (2) "How Readers and Writers Use Phonics"; (3) "How Have Changes in Literacy Instruction Influenced the Teaching of Phonics?"; (4) "Finding the Balance: Systematic, Intensive, Code-Driven Phonics versus Holistic, Embedded, Meaning-Driven Approaches"; (5) "Learning Phonics: Strategies That Support Beginning Readers and Writers"; (6) "Shaping Curriculum: Instruction and Assessment"; and (7) "Articulating the Phonics Program to Parents and the Community." Contains 51 references. An appendix contains a phonics quiz for teachers. (RS)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Fiction; *Illustrations; *Marketing; Nonfiction; Periodicals; *Publishing Industry; World Wide Web; *Writing for Publication
IDENTIFIERS- Information Books; Trade Books

The 1997 edition of this annual directory contains more than 800 listings in the children's book market; more than 150 of these listings are new with this edition, and nearly all the listings have been updated. The directory provides the standard addresses, contacts and query tips, but it also offers the publishers' electronic mail addresses and World Wide Web sites. Following a foreword from the editor, sections in the book are: How to Use This Book to Sell Your Work; Guide to Submitting Your Work; Tips on Contracts & Negotiations; Know Your Rights; Business Basics; Get Plugged In! Opportunities in the Children's Multimedia Market; Showing Your Portfolio in Person: An Artist's Trip to New York City; First Books; Virginia Hamilton's Work: Blending the Known, the Remembered & the Imagined; Keys to Symbols & Abbreviations; Book Publishers; Magazines; Multimedia; Audiovisual & Audiotape; Greeting Cards, Puzzles and Games; Play Publishers & Producers; Young Writer's & Illustrator's Markets; Clubs & Organizations; Conferences & Workshops; Contests & Awards; Helpful Resources; Glossary; Age-Level Index; Subject Index; Photography Index; and General Index. (NKA)

Golden, Susan L.
Secrets of Successful Grantsmanship: A Guerrilla Guide to Raising Money. The Jossey-Bass Nonprofit Sector Series.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Audience Awareness; *Budgets; *Financial Support; *Grantsmanship; Higher Education; Nonprofit Organizations; *Program Proposals; *Proposal Writing; Technical Writing
IDENTIFIERS- Money; Research Integration

Based on the "simple truth" that people, not proposals, secure grants, this guide argues that grantseekers need to go well beyond strong ideas and "beautifully written" proposals. The guide provides fundraisers with the grantsmanship skills they need to navigate the grantmaking process: from avoiding common pitfalls such as perfunctory budget preparation to implementing critical, yet little-taught advocacy techniques. The guide's "relationship model" of fundraising offers the grantseeker proven strategies--selecting promising opportunities, sizing up the odds, and bringing to bear the proper resources, at the proper time, in the proper way--that do not require mastering any new jargon, high tech equipment, or complicated procedures. From conducting effective proposal research and making initial conversations count to preparing, submitting, and following up on grant proposals, a focused, step-by-step method for achieving success in any fundraising activity is offered. The guide concludes with two resources, the first entitled "The Foundation Center Directory of Free Funding Information Centers," and the second entitled "Budget Preparation Guidelines." (NKA)

workshop are attached.) (RS)

ED 416 519 CS 509 714

Dillon, Randy K.; Swann, Janet S.
Studying in America: Assessing How Uncertainty Reduction and Communication Satisfaction Influence International Students' Adjustment to U.S. Campus Life.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Apprehension; Communication Research; English (Second Language); *Foreign Students; Higher Education; *Interpersonal Communication; Interviews; Language Skills; Questionnaires; *Student Adjustment; *Student Attitudes
IDENTIFIERS- *Communication Satisfaction; *Uncertainty Reduction

An exploratory study sought to gain more information about the initial interactions of newly arrived international students on United States campuses--how new international students described their feelings of uncertainty before leaving their home countries and how these uncertainties impacted their interpretations of their initial interactions. Subjects were six international students enrolled full-time at a medium-sized university in the midwestern United States (three from Thailand, two from Indonesia, and one from Malaysia). Subjects completed a demographic questionnaire, an instrument to determine individualistic and collectivist tendencies, and were interviewed in-depth. Results indicated that after choosing the best country, geographic location, and institution for their study, students considered their most important uncertainties to be about the competency of their English language skills and the trials of making friends with Americans. Participants indicated that, although pre-arrival materials and post-arrival activities and orientation services were important, the level of their English skills dictated the degree of uncertainty reduction and communication satisfaction that took place. With increased knowledge, universities may be better able to develop the information sent to prospective international students and offer them a higher degree of support after their arrival in the United States. (Contains 26 references; appendixes contain the questionnaire, interview questions, and a table of data.) (RS)

Brown, Jim; Leipzig, John; McWherter, Pamela
The SCA Speaking Competencies: Developing a Practical, Course-Embedded Assessment with a Reflexive Loop for Active Student Learning.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Introductory Courses; Outcome Based Education; *Public Speaking; *Student Evaluation
IDENTIFIERS- *Communication Competencies; Speech Communication Association; *University of Alaska Fairbanks

The Communication Department at the University of Alaska Fairbanks (UAF) turned to the Speech Communication Association (SCA) for guidance in responding to a mandate for ongoing outcome assessment issued by the Alaska State Regents for Higher Education. Faculty involved in the baccalaureate CORE Communication service courses at UAF turned to the Competent Speaker: Speech Evaluation Form (CSSE) for qualitative and quantitative data for evaluation of student presentations. A diverse student body includes a significant percentage of Native students and a high population of non-traditional and returning students. Even for some Communication professionals, the eight Public Speaking Competencies seem abstract and distant from their lived experience of student-speaking in the classroom. The competencies are clear, but abstract in regard to providing observable standards for use in the classroom. A significant consideration in turning the SCA Competencies into specific, observable behavior specifications is the matter of training. The faculty restructured the Competencies for local use and trained themselves, three rural adjuncts, and nine graduate teaching assistants responsible for teaching the basic course in how to use the restructured SCA materials. On a trial basis, students were trained in observation and rating of peer presentations. At this point of development, UAF faculty have gathered data on every presentation of every student in the basic course for 1996-97 academic year. Results indicated that student speaking competency increased incrementally over the semester. Ongoing development includes embedding "The Competent Group Communicator" in their public speaking/small group hybrid service course. (RS)

instructors can take to help students is to establish a climate of trust both in and out of the classroom. Instructors should avoid using "pop psych" techniques touted in trade books and on talk shows unless they know of sound research that validates their use. When approached by a distressed student, teachers should listen empathetically and nonjudgmentally. Instructors should keep a list of campus and community resources for assisting with students who may have a range of problems. (Contains 39 references.) (RS)

ED 416 560 CS 509 767

Blackwell, Eddie L.
Impact of Academic Stress on Student-Teacher Classroom Communication and Relationships.
PUB DATE- 97
NOTE- 90p.; M.S. Research Project, Fort Hays State University. Some tables are in color.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Communication Apprehension; Communication Research; Data Collection; Higher Education; *Research Needs; Secondary Education; Surveys; Tables (Data); *Teacher Student Relationship
IDENTIFIERS- *Academic Stress; *Communication Behavior; Descriptive Research

The purpose of this research paper, a descriptive research paper, is to provide the necessary data to show a need for a more intensive study of the impact of academic stress on student-teacher classroom communication and relationships. Participants (n=104) were students 18 years of age who have graduated from high school, parents, teachers, and administrators. The parents involved in this study have or have had a child in secondary or post secondary education. The teachers and administrators are or have been employed in the secondary and/or post secondary educational system for at least one year. Although the majority of the participants were from the United States, a fraction of them were from nations other than the United States. The apparatus used in the research consisted of three sections: (1) the agreement to participate; (2) demographic information; and (3) a survey of the participants attitudes about communication comprehension and trustworthiness. The attitudes of the participants were measured by using a "strongly agree" (SA) to "strongly disagree" (SD) scale and a 5 to 1 scale. The SPSS system was the tool used to analyze, manage, and display data results. Contains 7 tables of data and 14 references. (Author/NKA)

brief outline of charter schools, followed by detailed instructions on how to apply for and start a charter school, is offered in this handbook. It defines what a charter school is, discusses the Charter School Act (which is appended at the end), and the purposes for having such a school. In applying for a charter, a clear statement of mission, goals, philosophy, values, and principles is essential. Some of the required elements of a charter application include: a mission statement; a budget; the role of students, parents, teachers, and the accountability committee; evidence of support for the school; and a listing of educational programs and standards. The potential charter school must describe educational programs, pupil performance standards, and the curriculum and content standards, which should include a plan for evaluating pupil performance. A summary of Colorado regulations for charter schools and a list of organizations and resource persons appears at the end. (RJM)

DESCRIPTORS- Expressive Language; Interaction; Interpersonal
Communication; *Language Acquisition; *Language Impairments;
Lesson Plans; *Parent Education; Parents as Teachers; Preschool
Education; Receptive Language; *Speech Language Pathology;
Toddlers; Workshops

This guide is designed to help the speech language pathologist teach families language facilitation techniques and to teach basic receptive and expressive skills to preschool children who are nonverbal or have little expressive language. The program's goal is to improve language skills through social interaction including conversations, turn taking, and modeling. An introduction offers general guidance on organizing and implementing the program. Part 1 is intended for use with small groups of parents and children or with individual parents. It details two parent workshops in which parents are provided with general information about language development and language facilitation strategies. There are also lesson plans for five parent-child play groups. Part 2 consists of 14 lesson plans, reproducible art pages, and parent letters. Lesson plans cover such themes as body parts, action words, and seasons. Attached are a large number of patterns, handouts, and letters for use in the program. Appendices list suggested toys for play centers, books for preschoolers, and student goals and objectives. (DB)

Reports--those of the Senate Labor and Human Resources Committee and the House Committee on Education and the Workforce. An introductory section identifies changes in the overall context, including recognition that disability is a natural part of the human experience and there is a need to apply what has been learned in the last 20 years of research and experience. The report is divided into two major sections. Section 1 provides a comparison between IDEA as amended in 1990 and 1991 with the IDEA amendments of 1997 and the Committee Reports. The information is presented in tabular form with three columns showing, first, the IEP requirements prior to the 1997 amendments; second, the relevant section/s of the 1997 IDEA amendments; and, third, related information from reports of the Senate on Labor and Human Resources and the House Committee on Education and the Workforce. Section 2 compares IEP provisions within the new amendments with the current federal regulations related to the IEP and critical questions about the law's requirements. (DB)

for coordinating services with other agencies. Emphasis is on a multidisciplinary team approach, with parents as integral members, and on the importance of the teacher-student relationship. Section 3 provides an annotated listing of 21 teaching resources. Section 4 lists publishers' addresses. (Contains 34 references.)

ED 416 637 EC 306 193

Tsai, Luke Y.
Pervasive Developmental Disorders. NICHCY Briefing Paper FS20.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; Classification; *Clinical Diagnosis; Communication Disorders; Communication Skills; *Definitions; Educational Needs; Elementary Secondary Education; Interpersonal Competence; Psychological Patterns; *Symptoms (Individual Disorders)
IDENTIFIERS- Aspergers Syndrome; Childhood Disintegrative Disorder; *Pervasive Developmental Disorders; Rett Syndrome

This briefing paper is intended to provide basic information about the diagnosis, educational programming, and special needs of children and youth with Pervasive Developmental Disorders (PDD), a group of neurological disorders usually evident by age 3 and characterized by impairments in social interaction, imaginative activity, and verbal and nonverbal communication skills, and by a limited number of interests and activities that tend to be repetitive. After an introduction, definitions and diagnostic criteria are provided for PDD and its five component disorders: (1) autistic disorder, (2) Rett's disorder, (3) childhood disintegrative disorder, (4) Asperger's disorder, and (5) pervasive developmental disorder not otherwise specified (PDDNOS). PDDNOS is addressed in some detail, noting the possibility that the disorder is on a continuum with autistic disorder. Symptoms and signs of PDDNOS, such as deficits in social behavior, impairment in nonverbal communication, and unusual behavior patterns, are explained. Problems in the diagnosis of PDDNOS are identified with suggestions. Also addressed are the special educational needs of children with PDDNOS, treatment approaches, and finding a parent support group. (Contains 34 references or additional resources.) (DB) school partnerships, and research and assessment. (Contains 24 references.) (Author/CR)

ED 416 658 EC 306 230

Leading the Way: Disabilities Services and the Management Team. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Delivery Systems; *Disabilities; *Early Intervention; *Educational Legislation; Employment Practices; Family Involvement; Federal Legislation; *Integrated Services; Interprofessional Relationship; *Management Development; Postsecondary Education; Preschool Education; Professional Development; Program Administration; School Community Relationship; School Districts; Young Children
IDENTIFIERS- Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; *Project Head Start; Reasonable Accommodation (Disabilities); Rehabilitation Act 1973 (Section 504)

This guide is designed to provide Head Start managers with the skills and knowledge needed to plan and implement integrated services for children with disabilities and their families. Module 1, "Identifying Shared Responsibilities," assists participants in identifying how current roles and collaboration practices as a team affect children with disabilities and their families and describes the critical points where coordination among managers must take place. Module 2, "A Look at ADA and 504," explains the laws that govern disabilities services in Head Start. This module equips management teams to evaluate facilities and services and to identify strategies for reasonable accommodation. It also addresses ways to adapt employment practices to reflect the rights and protections afforded to employees with disabilities. Module 3, "Collaborating with LEAs," provides participants with information and tools to improve relationships with local education agencies (LEAs) and other community organizations and to ensure quality services to children with disabilities and their families. The guide also includes a section on continuing professional development, which offers participants strategies to apply new skills and extend their learning. A list of print and audiovisual materials and organizations is included. (CR)

Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Class Activities; Classroom Communication; Classroom Techniques; College Instruction; Discovery Learning; *English (Second Language); Feedback; Foreign Countries; Games; Higher Education; *Large Group Instruction; *Pronunciation Instruction; Second Language Instruction; Student Motivation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Japan; *Japanese People

Problems in teaching English pronunciation to large groups of university students in Japan are discussed, and some solutions are offered. Pronunciation instruction requires close individual interaction between teacher and student, difficult if not impossible to achieve in a typical Japanese university classroom. However, it is possible to get feedback from a large number of students and enhance their motivation for and interest in English pronunciation and phonetics by applying some less traditional techniques and tasks such as phoneme cards, pronunciation-based quiz games, using a form of sign language, using materials prepared by the students, encouraging students' reports on various aspects of pronunciation and phonetics, and introducing elements of the discovery learning technique. Examples are offered. (Contains eight references.) (Author/MSE)

student progress; curricular and instructional adaptations for ESL in special education; and ESL structures, themes, and functions, with examples, at three levels (beginning, intermediate, advanced). (MSE)

ED 416 698 FL 025 103

Ann Sevi Ak Tout Entelijans Elev Ayisyen Yo: Yon Seri leson matematik ak syans pou elev edikasyon jeneral ak elev edikasyon espesyal (4em-8em ane) = Tapping into Haitian Students' Multiple Intelligences: A Collection of Mathematics and Science Lessons for General and Special Education Students (Grades 4-8).
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English; Haitian Creole
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Class Activities; Elementary Education; *English (Second Language); Environmental Education; Games; Haitian Creole; *Haitians; Interdisciplinary Approach; Learning Modules; *Mathematics Instruction; *Science Instruction; Second Language Instruction; Special Education; *Thematic Approach
IDENTIFIERS- Blooms Taxonomy; Content Area Teaching; *Multiple Intelligences; New York City Board of Education

The materials consist of five mathematics and five science lessons for Haitian bilingual students in general and special education in grades 4-8. A thematic/interdisciplinary approach was used in designing the lesson, incorporating theory of multiple intelligences, Bloom's taxonomy of educational objectives, and other learning theories. The lessons are based on two major themes: games Haitian children play, and the environment. A science lesson and a mathematics lesson are presented for each grade level. In each lesson, the basic text, all exercises, and a glossary are in Haitian Creole and a linguistic summary in English is provided for the teacher, suggesting sample student interactions and teacher-guided responses for each of three levels (beginning, intermediate, advanced). (MSE)

DESCRIPTORS- Adult Students; Classroom Techniques; *Electronic Mail; *English (Second Language); Females; Higher Education; Instructional Effectiveness; *Limited English Speaking; Second Language Instruction; Skill Development; Teaching Methods; *Womens Education; *Writing Instruction; Writing Skills

This study examined the utility of electronic mail (e-mail) as an instructional tool for limited-English-proficient (LEP) adult females who have made little progress in learning writing in English as a Second Language (ESL). Six subjects, aged 30-50 years, enrolled in a university ESL program produced 25 e-mail exchanges with the research over a 5-week period. Subjects fell into two groups: those under age 40 with e-mail experience, and those aged 40-50 who were unfamiliar with e-mail. Analysis of the messages focused on number of messages, word counts, acquisition of new vocabulary directly related to comprehensible input, and syntactic complexity resulting from the use of connectors in the subordination of clauses. Results indicate that supervised e-mail had a positive effect on the writing skills of adult learners who have few opportunities to interact with target language speakers, and can be used as an effective extracurricular learning tool, particularly with older students. Appended materials include a brief subject questionnaire, summary of subjects' responses to it, letter of consent, and tables summarizing characteristics of the data and subordination and connectors in the data. Contains 32 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

reshape higher education ministries to focus on worker training, to the neglect or outright abandonment of the humanist emphasis of higher education. The paper concludes that the potentials of these trends and corporatist controls include the loss, for future generations, of the critical sensibilities necessary to evaluate and reorder the state/corporate agenda. (Contains 19 references.) (MDM)

ED 416 741 HE 030 787

Cutright, Marc
Planning in Higher Education and Chaos Theory: A Model, a Method.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Education Policy Research Conference (Oxford, England, United Kingdom, March 15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Administrator Role; Conflict; *Educational Planning; Educational Theories; *Higher Education; Institutional Role; Models; Organizational Objectives; *Strategic Planning
IDENTIFIERS- *Chaos Theory

This paper proposes a model, based on chaos theory, that explores strategic planning in higher education. It notes that chaos theory was first developed in the physical sciences to explain how apparently random activity was, in fact, complexity patterned. The paper goes on to describe how chaos theory has subsequently been applied to the social sciences and social systems, with mixed results. An application of chaos theory for strategic planning in higher education is then introduced in the form of propositions based upon the theory, including: (1) the ideal outcome of planning is planning, not a plan; (2) planning begins with a distillation of the institution's key values and purposes; (3) the widest possible universe of information should be made available to all members of an institution; (4) dissent and conflict are creative, healthy, and real; (5) linearity does not work in strategic planning; (6) the institution should budget for failure; (7) the expense of time spent on planning is an investment; (8) the executive is empowered, not minimized, by chaos-savvy planning; (9) that which can be quantified should not be overvalued; and (10) the future is a creation. not a prediction. (Contains 48 references.) (MDM)

Higher Education; Institutional Cooperation; *Organizational Change; Outcomes of Education; Participative Decision Making; Performance Contracts; *School Community Relationship; *Student College Relationship; Teacher Administrator Relationship; Teacher Role; Tenure

This book describes how colleges and universities might respond more effectively to changing social, demographic, and political forces. An introductory chapter, "On the Road to Recovery and Renewal: Reinventing Academe" (William G. Tierney), advocates reorienting basic work structures and designing more creative organizations. In "Listening to the People We Serve" (Ellen Earle Chaffee), colleges are advised to restructure themselves toward customer service. Next, in "Tenure Is Dead. Long Live Tenure" (W. G. Tierney), alternative ways to measure productivity and reconfigure promotion and tenure are discussed, along with academic freedom and faculty roles and rewards. The chapter, "Forming New Social Partnerships" (Larry A. Braskamp, Jon F. Wergin), suggests that colleges should become community-based conduits for societal change and improvement. Using a case study approach, specific suggestions are offered for making education more integrated and coordinated. In "The Implications of the Changed Environment for Governance in Higher Education" (Roger Benjamin, Steve Carroll), ways to reformat the governance structure and approaches to facilitate information-sharing are considered. The way that external environments, and especially the state, will function in a changed atmosphere in higher education is discussed in "Achieving High Performance: The Policy Dimension" (Peter T. Ewell). The concluding chapter is entitled "The Responsive University in the Twenty-first Century" (Kent M. Keith). (All chapters contain references.) (SW)

PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Economic Development; *Economic Impact; *Educational Economics; Government School Relationship; Higher Education; *Land Grant Universities; National Surveys; School Business Relationship; School Community Relationship; *State Universities; Taxes

This monograph reports the results of a survey of the economic impact on state and local economies of the 194 member institutions of the National Association of State Universities and Land-Grant Colleges. Analysis of responses (from 111 institutions) is reported in text and graphs. An introductory section notes that the recent emphasis on cutting costs in public higher education make it important to demonstrate that these institutions are powerful engines for state economic growth. Major findings include the following: these institutions generate a median average return of $4 for every state tax dollar invested and generate a median average of 1.6 jobs for every college or university job held; spending by university employees, students, and visitors has a significant effect on state and local economies; these institutions also generate about $19 million a year in tax revenues for the states; they foster new business, create long-term job growth, promote innovation, enhance the work force, improve the quality of life, and foster public service. Summaries of answers to the survey questions are also provided. The remainder of the document presents evidence of the positive economic impact of each responding institution. Summaries are grouped by area of the country: the West, the Midwest, the Northeast, and the Southeast. An index of participating institutions is included. (DB)

ED 416 779 HE 031 025

Bunney-Sarhad, Linda
International Studies: A Transdisciplinary Agent for Curricular Reform.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 132p.; Pages 92-96 contain light print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cambodians; Change; Change Strategies; *Cross Cultural Studies; *Curriculum; Ethnic Studies; Experiential Learning; Field Experience Programs; *Field Studies; Foreign Countries; Higher Education; Hmong; *Immigrants; Intercultural Communication; *Interdisciplinary Approach; Multicultural Education; Refugees; *Service Learning; State Universities; Two Year Colleges
IDENTIFIERS- California State University Stanislaus; Modesto Junior College CA; Southeast Asians

This report covers a 3-year project at California State University, Stanislaus, in cooperation with Modesto Junior College (California), to add a non-Western dimension to existing courses and to "internationalize" the curriculum through academically related field projects conducted at a community center serving a large population of Cambodian refugees. The school, with a largely rural, insular student body, serves a six-county area of the Central Valley. Student field work projects are integrated into course syllabi and are intended to serve as the vehicle for developing students' understanding of international issues inherent to specific disciplines, create sensitivity to and respect for other cultural modes, including study of non-Western languages, and enhancing understanding of global effects of national political and economic decisions upon human populations. Among the disciplines participating in the field-work requirement are anthropology, child development, communications, English, ethnic studies, geography, nursing, political science, psychology, sociology, and teacher education. The program, which initially involved 60 students and 3 faculty members, now includes 245 students and 15 faculty. Appended are remarks on Fund for Improvement of Postsecondary Education (FIPSE) program assistance, a diagram of participating entities, student agreement forms, orientation materials, course outlines, and an internal evaluator's report.(BF)

ED 416 780 HE 031 026

Branan, Alvord; Hergert, Michael
MEXUS Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-

ED 416 799 HE 031 063

Student Transfer Matrix, Fall 1996.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; College Students; *College Transfer Students; Community Colleges; Educational Mobility; Ethnic Groups; Higher Education; Hispanic Americans; Minority Groups; Private Colleges; Public Colleges; Statistical Data; Tables (Data); *Two Year College Students; Two Year Colleges; Universities; White Students
IDENTIFIERS- *Oklahoma

The Student Transfer Matrix provides data on the numbers of students transferring from Oklahoma public and private institutions of higher education to other Oklahoma institutions, using data from receiving institutions. Among the highlights are: the number of students who transferred to four-year and two-year institutions remained steady at 57.8 and 42.3 percent, respectively; three of the regional four-year institutions and 12 of the two-year institutions reported a net loss of transfers; the highest percentage of "reverse flow" transfer (from four- to two-year) was reported for Asian and white students (27 percent for both) and the lowest "reverse flow" was reported for native American students (18 percent); the highest percentage of transfer from two- to four-year institutions was for Native Americans (48 percent), followed by Asian and Hispanics (both 40 percent), whites (37 percent), and Blacks (33 percent). Data in Section 1 covers the aggregate flow of all students; Sections 2 and 3 cover transfer by gender; and Sections 4 through 9 list transfers by race. Within each section, the matrix is divided into three parts the first reports data on students who have transferred regardless of their degree status; the second, reports data only on transfer students who have earned a degree within the previous year; and the third part presents data on students who are transferring without a degree or with a degree received prior to the previous year. (DB)

ED 416 800 HE 031 064

Remediation Rates for Oklahoma High School Graduates in Oklahoma Public Colleges. Oklahoma High School Indicators Project.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Bound Students; College Freshmen; *College Preparation; Data Collection; English Instruction; High Risk Students; High Schools; Higher Education; Mathematics Instruction; Reading Instruction; *Remedial Instruction; Science Instruction; Sciences; Tables (Data)
IDENTIFIERS- *Oklahoma; Performance Indicators

As part of a larger study to provide "indicators" of high school educational performance, this report presents data on remedial services provided to 15,042 college freshmen (1996-97) in Oklahoma public colleges by Oklahoma high school for the

ED 416 818 IR 018 709

Maushak, Nancy J.; Manternach, Lynn
Iowa Distance Education Alliance. Evaluation Report, July, 1996 - September, 1997.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Education Technology.
PUB DATE- 97
NOTE- 376p.; Prepared by the Technology Research and Evaluation Group.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Distance Education; Educational Objectives; *Educational Technology; Elementary Secondary Education; Federal Programs; Grants; Higher Education; *Instructional Materials; *Interactive Television; Material Development; Multimedia Materials; Partnerships in Education; Pilot Projects; State Programs; Teacher Education; Telecommunications
IDENTIFIERS- Fiber Optics; *Iowa; Star Schools; *Technology Integration

This report summarizes evaluation of data collected during 1996-97 for a project of the Iowa Distance Education Alliance, a partnership of Iowa educational institutions including the Iowa Department of Education, Iowa Public Television, the state's three regent institutions, Iowa's 15 community colleges, the 15 Area Education Agencies, and Local Education Agencies. The alliance worked together to implement a special statewide Star Schools grant to demonstrate the use of fiber-optic technology to provide live, two-way, full-motion interactive instruction which allows greater levels of interactivity than previous forms of distance instruction. The grant allowed the state to equip over 100 fully interactive video classrooms in community colleges, universities, and K-12 schools. The six goal areas were: (1) developing instructional materials to be used in distance education; (2) supporting training and access to distance education resources; (3) providing training and technical support for distance education; (4) expanding access to and information about distance education; (5) supporting incorporation of distance education in colleges and universities involved in training future teachers; and (6) piloting new technology and telecommunications integration in selected schools. The report is organized by these goals and employs the AEIOU components: Accountability, Effectiveness, Impact, Organizational context, Unanticipated outcomes. The report is largely comprised of charts, graphs, and quantitative data. Data are also summarized by national Star Schools goals and objectives, and conclusions related to the project are discussed. Supporting material in the form of appendices are located at the end of each chapter evaluating the goals of the Alliance which include: (1) Instructional Materials; (2) Infrastructure Development; (3) Training and Technical Support; (4) Information Systems; (5) Teacher Education Alliance; and (6) Integration of Technology and Telecommunications. (JAK)

ED 416 819 IR 018 710

School Technology and Readiness Report: From Pillars to Progress. The CEO Forum on Education and Technology, Year One.
PUB DATE- 97
NOTE- 49p.; The STaR Chart is a pull-out section.
LANGUAGE- English

ED 416 835 IR 018 732

Hawkridge, David, Ed.
ALT-C 95: Changing Education, Changing Technology. Conference Abstracts of the Association for Learning Technology Conference (2nd, Milton Keynes, England, United Kingdom, September 11-13, 1995).
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; *Curriculum Development; *Educational Change; *Educational Technology; Foreign Countries; Higher Education; Hypermedia; Internet; Learning Strategies; Material Development; Multimedia Instruction; Multimedia Materials
IDENTIFIERS- Learning Environments; Technological Change; *Technology Integration; United Kingdom

This program for the 1995 Association for Learning Technology Conference summarizes the presentations of the discussions, demonstrations, workshops, and poster sessions. Abstracts of the following papers presented at the conference are included: "New Structures for Learning" (Patrick Allen & Kate Sankey); "Multiple System Conferencing" (Susan Armitage & Mark Bryson); "Mixed Metaphor Systems for Accessing Hypermedia Teaching Material" (Philip Barker & Check Meng Tan); "Strategies for Using Electronic Lectures" (Philip Barker); "Student Workbooks--A Computer Based Learning Environment" (G. J. Blyth, M. S. Bloor, & R. Creasey); "New Approaches to Learning & Teaching" (Adrian C. Boucher); "CAL Evaluation at the Open University" (Philip Butcher, Ann Jones, & Canan Tosunoglu); "Practice and Approaches to IT Skills" (Robina Clayphan); "Accommodating Multiple Learner Styles and Multiple Disciplines in a Single Multimedia Learning Resource" (Roy Currie); "Hypertext Authoring in Art and Design Education" (Alan Dyer); "Evaluation of Student Perceptions of a Computer Based Laboratory Simulation" (N. S. Edward); "The Need for, and the Development of, Student Managed Support Software" (Peter Edwards); "SHAPE: A Semantic-Hypermedia Authoring Program for Education" (G. J. Elliott, Eleri Jones, & A. Cooke); "Cooperative Cross-Platform Courseware Development" (Jeff Haywood, Hamish Macleod, Brian Gilmore, & Christine Rees); "Change Management for Sustainable Educational Software" (Phil Hobbs & Simon Price); "Experiences of Managing Curriculum Development in a Large Organisation" (Ian Huntley); "Changing the Role of Tutors in Distance Education with Information and Communications Technologies" (Adrian Kirkwood, Ann Jones, & Anne Jelfs); "Replacement of Traditional Lectures with Computer Based Tutorials" (Derek Lavelle); "Beyond the Multiple Choice" (Don Mackenzie & Helen Wilkins); "The Scalability of Online Courses" (Robin Mason); "A Rationale for the Development of Personal Transferable Skills through the Use of IT in Teaching and Learning" (Audrey McCartan & Catherine Hare); "An Application of Conceptional Techniques in Education" (R. V. De Mulder, C. van Noortwijk); "Changing Media: Will A Student Want To Read a Printed Textbook When an Electronic Text is Available?" (Joe Nicolls, Mark Howes, & Rick Jones); "A New Future for Situated and Collaborative Learning and Mentorship Using the World Wide Web" (Michael Nott, Robert Day & Matthew Riddle); "Taking the Technology Out of Video Technology in Higher Education" (Chris O'Hagan). "The Use of Hypertext and the World Wide Web in Computer Based Assessment" (N. Parrington, R. I. Ferguson, & J.

ED 416 853 IR 018 754

Boschmann, Erwin, Ed.
The Electronic Classroom: A Handbook for Education in the Electronic Environment.
PUB DATE- 96
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; Chemistry; Classroom Design; Classroom Environment; Classroom Techniques; Computer Assisted Instruction; Computer Uses in Education; Corporate Education; *Distance Education; Educational Equipment; *Electronic Classrooms; *Electronic Libraries; Electronic Mail; Elementary Secondary Education; Ethics; Formative Evaluation; Interactive Television; Interactive Video; Internet; Legal Education (Professions); Literary Criticism; Medicine; Military Training; Music Education; Nursing Education; *Online Systems; Physics; Postsecondary Education; *Science Instruction; Team Teaching; Telecommunications; *Telecourses
IDENTIFIERS- BESTNET; Collaborative Research; Cross Cultural Teaching; Global Networks; *Interactive Software; Perseus Project

This book explores emerging technologies and their use in secondary and higher education and in private, corporate, and government training environments. In addition to providing specific classroom applications of technology, the book treats issues of research, technology assessment, legal, copyright, and privacy rights, ethical considerations, and the future of technology in education. Three parts include 25 chapters: Part 1: The Vision--(1) "In Search of the Electronic Classroom" (William M. Plater); (2) "Technology and the Inevitability of Educational Transformation" (George P. Connick and Jane Russo); (3) "Pedagogical Issues" (Ray L. Steele); (4) "Implementing the Vision: Electronic Classroom Design and Construction" (Garland Elmore and Ali Jafari); Part 2: Classroom Applications--(5) "Prototyping the Electronic Library: Using the Perseus Database to Teach Greek Culture" (Gregory Crane); (6) "Biology: A Field Trip to a Rocky Intertidal Zone" (Raymond J. Russo); (7) "Law in Action: Interactive Software for Learning and Doing" (Daniel Burnstein); (8) "Learning Introductory Physics with New Electronic Media" (Gregor M. Novak); (9) "Computer-Based Education and Decision Support in Medicine" (Robert Greenes); (10) "The Alternative Science Laboratory" (Stuart W. Bennett); (11) "Doing Chemistry with Technology" (Steven Gammon); (12) "Teaching Tools in Music" (G. David Peters and Darrell L. Bailey); (13) "Teaching Visual Analysis Using CAV Interactive Videodisk Technology" (Suzanne Regan); (14) "Instructional Technology in the Military" (Dexter Fletcher); Part 3: Extending the Classroom: Regional Networks--(15) "Computer Networking in Distance Education" (James D. Lehman); (16) "Teaching and Learning in the Extended Classroom: Nursing Telecourses" (Diane Billings); (17) "The Tools of Self-Direction: Student Services in the Electronic Classroom" (Pamela MacBrayne and Jane Russo); Part 4: Further Extending the Classroom: Global Networks--(18) "Cross-Cultural Team Teaching: Electronic Mail for Literary Analysis" (Helen Schwartz); (19) "Networked Collaborative Research and Teaching"

ED 416 870 IR 056 895

Hammond, Susan; Maio, Jean
Pikes Peak Library District, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Periodicals; Public Libraries; *Student Publications; Tutoring; Tutors; Volunteer Training; Volunteers; *Writing for Publication
IDENTIFIERS- Beginning Writing; Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This final performance report for the Pikes Peak Library District literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the project goal and related objectives for 1993: to reduce obstacles to success of students enrolled in the Right To Read program through student participation in the publication of two editions of a magazine, entitled "OUR Magazine." Proposed and actual expenditures are compared. Topics covered in the following four student workshops are described: (1) "Let's Get Started on OUR Magazine"--where ideas come from, networking, keeping a journal, the project timeline, and assembling and publishing the magazine; (2) "How To Write for Publication"--sentence construction, choosing descriptive words, putting thoughts into words, how to edit and re-write, and developing characters; (3) "Putting a Magazine Together"--the layout and design process, how photos and art are incorporated, types of paper, and the printing process; and (4) "OUR Magazine Workshop"--an overview of the process of the first issue with special emphasis on areas that presented problems. The role of the library is discussed, and the impact of the project is considered. The two issues of the magazine are attached. (MES)

ED 416 871 IR 056 896

Smith, Valinda C.
Elizabeth Jones Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Summer Programs; Tutoring; Tutors; Volunteer Training; Volunteers; *Workplace Literacy

ED 416 888 IR 056 913

Cole, Lucy; Fraser, Ruth
Columbia County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 107p.; Videotape with same title included with original.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; English (Second Language); Family Literacy; Federal Programs; Grants; Intergenerational Programs; Library Collection Development; Library Role; *Literacy Education; Microcomputers; Older Adults; Preschool Education; Public Libraries; Publicity; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers; Workplace Literacy
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Columbia County Public Library (Lake City, Florida) conducted a project that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, computer- assisted, other technology, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 25,000-50,000, and targeted workforce/workplace learners, seniors/older citizens, and intergenerational/families. Tutoring was done one-on-one, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served 160 adult learners and provided 3,000 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: tutor session record form, promotional materials, newsletters, program brochures, Columbia Literacy Council Board members, literacy statistics, and a videotape. (SWC)

ED 416 889 IR 056 914

Smyth, Carol B.; Grannell, Dorothy S.; Moore, Miriam
Wayne Township Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 352p.; Wayne Township Public Library is also known as Morrisson-Reeves Library.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; English (Second Language);

ED 416 907 IR 056 943

Lorenzen, Michael
Security Issues of Ohio Public Libraries.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Alarm Systems; Librarian Attitudes; Library Administration; Library Materials; Library Personnel; Library Policy; Library Surveys; Problems; *Public Libraries; State Surveys; *Stealing; *Users (Information); *Vandalism; Verbal Abuse
IDENTIFIERS- *Library Security

A survey was conducted in January 1997 to determine security issues of Ohio public libraries. The survey was distributed to 100 libraries of differing sizes with a 70% completion rate. The following questions were asked: (1) Do you believe that security is a problem at your library? (2) Do you believe that mutilation of periodicals is a problem at your library? (3) Do you believe that theft of library materials is a problem at your library? (4) Was there an instance in the last 12 months where a patron or staff member was arrested or expelled from the library for periodical mutilation? (5) Was there an instance in the last 12 months where a patron or staff member was arrested or expelled for theft of library materials? (6) Was there an instance in the last 12 months where a patron or staff member was arrested or expelled for threatening or harassing library staff or patrons? (7) Does your library have an electronic security system? and (8) Does your library have a written security policy? Results indicated that security is a problem. Harassment of library staff and patrons was the biggest concern. Electronic security systems were widespread and effective in deterring and catching thieves. (Contains 10 references.) (MES)

ED 416 908 IR 056 944

Brown, Gerald R., Comp.
St. Lucia, West Indies Ministry of Education Public Library & Information Services: A Status Report with Recommendations.
PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Branch Libraries; Foreign Countries; *Institutional Mission; Library Administration; Library Collection Development; Library Facilities; Library Personnel; *Library Planning; Library Role; *Library Services; Library Surveys; Mission Statements; *Public Libraries; Questionnaires; Users (Information)
IDENTIFIERS- Saint Lucia

This report assesses the current stage of program development in the branch libraries of the Saint Lucia Public Library and Information System (PLIS), based on data collected during September-December 1997 using a branch library questionnaire, site visits, and informal surveys of library users. The vision and philosophical statements used to frame the study are outlined; elements of this vision include personal growth and change, PLIS programs, independent learning skills, literary

ED 416 926 JC 980 128

McCarthy-Tucker, Sherri N.
Student Preferences for Electronically-Assisted Options in a Community College Introductory Psychology Class.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; Course Evaluation; Curriculum Evaluation; Design Preferences; Educational Methods; *Educational Technology; Electronic Classrooms; Instructional Innovation; *Integrated Learning Systems; *Introductory Courses; Psychology; *Student Attitudes; Student Evaluation; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Northern Arizona University

In order to determine student attitudes and the effectiveness of computer-assisted instruction, an introductory psychology class at Northern Arizona University participated in a study identifying which students preferred such instruction, and whether it made a difference in class performance. The sample consisted of 165 students, predominantly white females. The course syllabus provided several different credit options including traditional quizzes and study guides, computer- and video-based assignments, and numerous interactive projects. Prior to making preferential selections, students participated in orientations for the various technical resources on campus. The majority of the class opted for traditional course options and community service activities, and very few selected video, book review, and experimental options. The vast majority of students who chose the electronic options were young white males and Native Americans. Those least likely to choose electronic options were older Hispanic females. Though most students selected traditional options, course evaluations were much more positive than in the previous semester. However, there was no notable difference in overall performance within choice groups. It is likely that openness to change and previous experience with computers are important influences on students' comfort level with electronic learning. Contains 15 references. (YKH)

ED 416 927 JC 980 129

Baylard, Dana Reece, Ed.
Mt. San Jacinto College Student Equity Plan Update, 1997.
PUB DATE- 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Affirmative Action; College Administration; *College Planning; Community Colleges; Diversity (Student); Educational Objectives; Educational Opportunities; *Educational Policy; Educational Quality; Equal Education; Ethnic Groups; *Institutional Mission; *Minority Groups; School Demography; Two Year Colleges
IDENTIFIERS- *Mount San Jacinto College CA

The Student Equity Plan developed by California's Mount San Jacinto College (MSJC) is intended to ensure equal access of

ED 416 946 JC 980 150

Traveling the Transfer Path: Student Experiences at City College of San Francisco.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; College Role; *College Transfer Students; Community Colleges; Counseling Services; Counselor Attitudes; Educational Counseling; Faculty Advisers; Guidance Programs; Higher Education; Individual Counseling; Interviews; Outreach Programs; *Student Attitudes; Student Characteristics; Student Educational Objectives; *Student Experience; Student Motivation; Student Needs; *Teacher Student Relationship; Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- City College of San Francisco CA

This study was conducted in order to reveal the nature of community college life at City College of San Francisco (CCSF) and investigate the transfer process through the "eyes" of CCSF students. Interviews were conducted on approximately 30 faculty, 15 administrators, and 60 students to discover the motivations behind decisions to transfer from certain urban community colleges to baccalaureate institutions. Interviews revealed that some students enter the community college without intending to transfer, but are inspired by caring faculty or special school programs to pursue further education. Faculty outreach appears to make a crucial difference in the lives of students and their transfer goals and success. However, barriers to transfer do exist, among which are college bureaucracy, misinformation from faculty, the ease in dropping courses, racism, and condescending teachers. The report contains suggestions for further research and an appendix, which includes a description of the student sample. (YKH)

ED 416 947 JC 980 152

Recommendations To Increase Opportunities for Women and Minorities within the North Carolina Community College System. Task Force Report to the State Board of Community Colleges.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; Administrators; Advisory Committees; *Community Colleges; Cultural Differences; *Diversity (Institutional); Educational Improvement; Educational Policy; Females; Institutional Environment; Institutional Mission; Minority Groups; *Organizational Objectives; Policy Analysis; Policy Formation; Professional Development; *Program Implementation; Recruitment; School Holding Power; Sex Bias; State Boards of Education; State Legislation; Two Year Colleges; Women Administrators
IDENTIFIERS- *North Carolina Community College System

In 1992, the North Carolina State Board of Community Colleges adopted a new policy to demonstrate its commitment to include women and minorities in administrative roles. A task force was formed to make recommendations, outlined in this document, for implementing the new policy within the North Carolina Community

ED 416 964 PS 026 197

Compas, Bruce E.; Connor, Jennifer; Wadsworth, Martha
Prevention of Depression.
PUB DATE- 97
NOTE- 47p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Child Behavior; Child Health; Children; *Depression (Psychology); Early Intervention; *Emotional Problems; *Health Promotion; *Intervention; Mental Health; Mental Health Programs; Moods; *Prevention; Psychopathology; Sadness; Suicide; Youth Problems
IDENTIFIERS- *Childhood Depression; *Healthy Children 2010; Healthy People 2000; Preventive Education

Substantial numbers of children and adolescents experience symptoms of sadness, dysphoria, and other characteristics associated with depression. The nature of depression in children and adolescents has presented challenges in identification and definition. This chapter reviews research on depression in children and adolescents. Three current conceptualizations of depression are presented: depressed mood, depressive syndrome, and major depressive disorder. The chapter notes that the consequences of depression are quite serious and can include social impairment and adolescent depression and suicide. Studies indicate several risk factors for depression in childhood and adolescence, including: (1) individual factors including biological, cognitive, and social problem-solving and coping skills; and (2) contextual factors including social context, family, and stress. The chapter examines prior studies of preventive interventions aimed at depressive symptoms and disorder in young people in three categories: (1) universal preventive intervention; (2) selective preventive intervention; and (3) indicated preventive intervention. The chapter uses this research as a basis for setting future directions for the development of programs to prevent depression during childhood and adolescence; these directions include: (1) reducing suicide among youth by recognizing depression as a risk factor; (2) reducing mental disorder among youth, including addressing depression; and (3) enhancing quality of life for overall health improvement. (Contains 125 references.) (SD)

ED 416 965 PS 026 198

Kalafat, John
Prevention of Youth Suicide.
PUB DATE- 97
NOTE- 40p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Child Health; Children; Elementary Secondary Education; *Health Promotion; *Prevention; Program Design; Program Development; School Health Services; *School Role; Self Destructive Behavior; Self Injurious Behavior; *Suicide; Youth Problems
IDENTIFIERS- Adolescent Suicide; Child Mortality; *Healthy Children 2010; Healthy People 2000; Preventive Education;

ED 416 982 PS 026 254

Charting a Course for the Future.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Abuse; Child Health; Child Neglect; *Children; Continuing Education; Day Care; Early Childhood Education; Economic Factors; Employed Parents; *Family (Sociological Unit); Family Work Relationship; Low Income Groups; Minority Groups; Parent Participation; Parent Teacher Cooperation; Poverty; *Social Indicators; *Well Being; Youth Problems
IDENTIFIERS- Family Support; *Indicators; Washington (Puget Sound)

This report, prepared by Washington Kids Count, is the culmination of the Puget Sound Success By 6 project, and marks the transition of this effort to the University of Washington, Institute for Public Policy and Management. The report is divided into several short sections providing statistical data on child and family well-being and a description of a program addressing the need focused on in that section. The report also contains sections on how to be a business leader for kids and a summary of well-being data by Puget Sound county; a resource list of state, national, and business contacts is also included. Sections on well-being data are: (1) "Overcoming Risks at the Start of Life" (prenatal and infant care, teenage motherhood, single teen moms without high school diploma, children in families without a high school or college grad); (2) "Support for Families in Crisis" (abuse and neglect referrals, teen abuse, abuse and suicide, out of home care); (3) "Health Care: Improving Access, Prevention" (infant and child immunization, disparities in prenatal care, percent of kids uninsured, disparities in life chances); (4) "Nurturing Kids with Employed Parents" (care for children with all parents working, costs for child care, child care worker wages, education of family home workers and K-12 teachers); (5) "Parents and Teachers: Partners for Quality Education" (parent involvement in schools, problems in school by urban/rural, types of serious problems in schools, student teacher ratio trends); (6) "Continuing Education: The Key to Prosperity" (parent education and inadequate income, preparing high schoolers for college, percent population college grad, college graduate by urban or rural location); (7) "The Economics of Raising Kids" (true cost, official poverty and inadequate income, growing income gaps, inadequate income by family type); and (8) "Building on Diverse Talents" (limited English proficiency kids, lack of minority teachers, percent college grads by race or ethnicity, percent of births to young teens by race or ethnic group). (EV)

ED 416 983 PS 026 255

The State of Washington's Children. Third Annual Report.
SPONS. AGENCY- Washington Univ., Seattle. School of Public Health and Community Medicine.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 36p.; For 1995 Annual Report, see PS 026 256 and for 1996 Annual Report, see PS 026 257.
LANGUAGE- English

ED 417 000 PS 026 291

Davidson, Dana
Building Bridges: Lessons Learned in Family-Centered Interprofessional Collaboration, Year Three.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 49p.; For Year One monograph, see ED 407 107; For Year Two monograph, see ED 411 047.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Child Health; Child Welfare; Delivery Systems; Family Programs; Integrated Activities; *Interprofessional Relationship; Professional Development; Professional Training; Program Descriptions; *Social Services; Young Children
IDENTIFIERS- *Family Resource and Support Programs; Family Support

This monograph is the third-year report of the Health and Education Collaboration Project (HEC), directed by the Hawaii Medical Association, whose purpose is to develop, test, and disseminate a model for family-centered, interprofessional training and service delivery. At the heart of the demonstration effort is the Healthy and Ready to Learn Center (HRTL). The Center offers family-centered services from an interprofessional and collaborative model, an emergent model of support based on the understanding that children grow up in complex environments. The report's sections are: (1) "What Is Family-Centered Interprofessional Collaboration?"; (2) "Seven Principles of Family-Centered Interprofessional Collaboration"; (3) "Health and Education Collaboration Background"; (4) "Implementation of Family-Centered Interprofessional Collaboration" (Year One, Year Two, Year Three, Health and Ready to Learn Center); (5) "Developmental Stages and Lessons Learned" (Building a Shared Vision; Staff Development; Training; Evaluation, Feedback, and Refinement; Dissemination); (6) "Implications for Future Interprofessional Collaboration Efforts"; (7) "Practice Examples of the Principles of Family-Centered Interprofessional Collaboration"; and (8) "Summary." Appendices include information on training, project updates, and project committee members. (Contains 27 references.) (EV)

ED 417 001 PS 026 297

Langehough, Steven O.; Walters, Connor; Knox, David; Rowley, Michael
Spirituality & Religiosity as Factors in Adolescents' Risk for Anti-Social Behaviors and Use of Resilient Behaviors.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Adults; *Antisocial Behavior; Child Abuse; Predictor Variables; Religion; *Religious Factors; *Resilience (Personality); Sex Differences; Sexual Abuse; Youth Problems
IDENTIFIERS- *Religiosity; *Spirituality

ED 417 018 PS 026 326

Tudge, Jonathan; Hogan, Diane

Collaboration from a Vygotskian Perspective.

PUB DATE- 97

NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Children; Cognitive Development; *Cooperation; Cultural Influences; Individual Differences; *Problem Solving; Research Methodology; Research Problems

IDENTIFIERS- Dyads; Historical Influences; Social Constructivism; Unit of Analysis Problems; Vygotsky (Lev S); Zone of Proximal Development

Lev Vygotsky maintained that historical and cultural aspects of development started from the point at which humans could first be distinguished from apes. It is critical to consider the dialectical relationship between the individual and the cultural environment in which the child actively masters cultural behavior. Interaction with others provides the means by which children adapt to the environment. The essential feature of learning is that it creates the zone of proximal development. Studies of collaboration should consider the three interrelated aspects of development: (1) individual, including age, gender, and temperament; (2) interpersonal, especially the dyad's past history and nature of the relationship; and (3) cultural-historical, the context in which a child masters methods of reasoning and problem solving. Studies of collaboration focusing solely on the interpersonal level cannot be said to be based on Vygotsky's theory. Also, studies should deal with the collaborative processes themselves rather than focusing on their effects. Conceptual problems are raised by comparing the work of a dyad asked to solve a problem to that of the individual. The individual is assumed to be working alone despite the fact that the experimenter is present and the dyad may not be actively working together to solve the problem, the critical characteristic of collaboration. Treating the dyad as the unit of analysis is more difficult statistically than focusing on one member of the pair, but is critical to the effective study of collaboration. (Contains 20 references.) (KB)

ED 417 019 PS 026 327

Tudge, Jonathan; Hogan, Diane; Tammeveski, Peeter; Kulakova, Natasha; Meltsas, Marika; Snezhkova, Irina; Putnam, Sarah

Social Change, Socio-Economic Status, and the Development of Self-Direction in Children: A Comparison of Russia, Estonia, and the United States.

PUB DATE- 97

NOTE- 13p.; Paper presented at the European Congress on Psychology (5th, Dublin, Ireland, July 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Behavior; *Child Rearing; *Children; Comparative Analysis; Cross Cultural Studies; Cultural

ED 417 036 PS 026 365

Paulu, Nancy, Ed.; Perkinson, Kathryn, Ed.
Como Ayudarle a su Hijo con la Tarea Escolar: Una guia para padres de alumnos de escuela primaria y secundaria (Helping Your Child with Homework: For Parents of Elementary and Junior High School-Aged Children).
PUB DATE- 98
NOTE- 58p.; For English version, see ED 388 436.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Check Lists; Elementary Education; Elementary School Students; *Homework; Junior High School Students; Junior High Schools; *Parent Role; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Parents as Teachers

This Spanish-language booklet is designed to provide parents of elementary and junior high school students with an understanding of the purpose and nature of homework along with suggestions for helping their children complete homework assignments successfully. Following a discussion of why teachers assign homework, how homework can help children learn, and the optimum amount of homework for students at different grade levels, the booklet provides specific suggestions for parents to help their children complete homework assignments, including setting a regular time for homework, picking a quiet place, removing distractions, providing appropriate supplies and resources, setting a good example, and showing interest in their children's homework. The booklet also discusses ways for parents to monitor their children's homework assignments, provide guidance to their children on assignments, and talk with teachers or administrators about homework problems. A checklist on helping children with homework is included. (HTH)

ED 417 037 PS 026 370

Brown, Ronald T.; Sawyer, Michael G.
Medications for School-Age Children: Effects on Learning and Behavior.
PUB DATE- 88
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Behavior Problems; Behavior Rating Scales; *Child Psychology; *Drug Therapy; Higher Education; Intervention; Learning Problems; Pharmacology; Physiology; Psychologists; Training Objectives
IDENTIFIERS- Medications; *Psychotropic Medication; Side Effects

Use of medications that target specific behaviors affecting learning and social development has been the most extensively studied form of intervention available to children with behavioral and learning problems. Drawing from extensive research literature spanning the past 30 years, this guide for psychologists and other professionals who work with children, families, and schools provides a comprehensive review of pediatric and adolescent psychopharmacology. The guide provides knowledge of major classes of drugs, pharmacokinetics, specific indications for medication, potential benefits, and drug side

ED 417 053 RC 021 406

Ross, Janet
Will the Real Eco-Educator Please Stand Up?
PUB DATE- 97
NOTE- 12p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; *Conservation (Environment); Educational Needs; Environmental Education; Higher Education; *Outdoor Education; *Professional Education; *Wilderness
IDENTIFIERS- Environmental Ethic; Outdoor Leadership; *Outdoor Recreation; Public Lands

This paper examines the long-term impact on public lands of human-powered adventure activities. These activities take individuals into federal- or state-owned wild areas to enjoy backpacking, hiking, camping, and a wide variety of sports. Trends in supply and demand for outdoor opportunities are explored. Factors influencing demand include growing population, an increase in per capita income, more accessible transportation, and more leisure time. Lack of wilderness "supply" can be caused by overuse, insufficient funding, inadequate management, lack of facilities, lack of staff, and lack of political support and legislation. In order to ensure that the supply of wild lands continues to meet the increasing demand, the education of professional outdoor leaders must include environmental activist skills, critical thinking skills, and environmental ethics. Expansion of the college curriculum to include education for environmental activism could create a "prairie fire of action" to protect the wilderness--our outdoor classroom. Case studies describe two programs that address environmental ethics: the Four Corners School of Outdoor Education in Utah, and the Environmental Studies program at the University of Montana. Contains 16 references. (SAS)

ED 417 054 RC 021 407

Tate, Derek W.
Adaptive Training's Affect on Self-Perception.
PUB DATE- 97
NOTE- 10p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Adolescents; Experiential Learning; Mental Health Programs; Performance Factors; *Self Concept; Self Efficacy; *Skill Development; Training Methods
IDENTIFIERS- *Adaptive Training; *Adventure Therapy; Self Affirmation

Challenge initiatives are used by many mental health agencies to facilitate a variety of therapeutic changes within participants. There are several ways to lead these challenge initiatives, including whole training, fixed training, and adaptive training. This paper presents a theoretical basis for

ED 417 075 SE 061 187

Watson, John L.
Quality Assurance in Engineering Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Counseling; *Curriculum Development; *Educational Change; Educational Innovation; *Engineering Education; Higher Education; Learning Strategies; Science Curriculum; Undergraduate Study
IDENTIFIERS- Missouri

The Fundamentals of Engineering (FE) project involves gaining access to data on student learning from the National Council of Examiners for Engineers and Surveyors (NCEES) that schools and programs do not normally have. This document contains an executive summary in addition to the full length report on the accomplishments of the project. The project report provides an overview of project activities and accomplishments, specific information on data collection and analysis, and the results of the faculty survey. Four appendices provide more information regarding this project. Appendix 1--Project Personnel; Appendix 2--Sample FE Examination Reports; Appendix 3--Sample of the Campus Engineering Assessment Examination; Appendix 4--Budget Expenditures. (DDR)

ED 417 076 SE 061 194

Whittle, Christopher
The Museum as a Communication System: A Review and Synthesis.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; *Communication Skills; *Community Resources; Educational Facilities; Elementary Secondary Education; *Exhibits; Higher Education; Instructional Materials; *Museums
IDENTIFIERS- New Mexico

This document contains a number of models that describes how a museum can act as a communications device to the public. The argument is made that a one-dimensional model is no longer sufficient to explain the communication between museum and visitor. The focus is on a model that provides what the visitor desires and needs in exhibits, tours, movies, and multi-media programming; allows visitor response to guide exhibit and program development; and assumes that a comprehensive view of exhibit communication is required to send messages effectively. Factors to be considered in creating effective communication include the visitor's ability to understand the exhibit, the ability of the media to accurately portray the message, and the appropriateness of the exhibition media. The conclusion is that without a positive response from the visitor and thoughtful application of evaluation feedback, museums will wither and die from lack of use. (Contains 12 references.) (DDR)

ED 417 077 SE 061 195

ED 417 100 SO 028 331

Sunal, Cynthia Szymanski; Sunal, Dennis W.; Britt, Judy; Smith, Coralee

Elementary Preservice Teachers' Use of the Internet in Designing and Teaching Social Studies Integrated Units.

PUB DATE- 96

NOTE- 12p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly (Washington, DC, November 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Networks; *Elementary Education; Higher Education; *Information Networks; Information Sources; Integrated Activities; Interdisciplinary Approach; *Internet; *Preservice Teacher Education; *Social Studies; Technology

This study examines how preservice educators utilized Internet resources in an integrated thematic unit at the elementary school level. A cohort of 64 senior-level preservice elementary education students were required to use Internet resources to create lesson plans and teach integrated units during the semester. Three surveys were carried out to collect data regarding Internet access, computer technology background, and difficulties encountered in using Internet resources in curriculum planning and implementation. Lesson plans from the unit were analyzed to determine the level(s) of Internet usage. The examination of the thematic units revealed limited use of Internet resources with few integrating resources into the lesson plans. A Phase Two study in the second semester showed changes from the first year's findings: more inclusion of resource materials in the lesson plans with greater integration of materials and less difficulty in accessing information. Contains 14 references. (EH)

ED 417 101 SO 028 336

Somekh, Bridget; Tinklin, Teresa; Edwards, Lynne; Mackay, Ron

The National Record of Achievement in Scotland: An Evaluation. Research Report Series.

SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.; Scottish Office Industry Dept., Edinburgh.

PUB DATE- 96

NOTE- 154p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Comparative Education; *Educational Assessment; Educational Planning; Educational Research; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Higher Education; *National Programs; National Surveys; Outcomes of Education; Program Effectiveness; Program Evaluation; Strategic Planning

IDENTIFIERS- *National Record of Achievement (United Kingdom); *Scotland

This report assesses implementation, knowledge, understanding, and use of the National Record of Achievement (NRA) in all sectors in Scotland in 1995. The report also seeks to identify problem areas and examples of good practice and make recommendations for the future development and promotion of the NRA in Scotland. The NRA is a United Kingdom-wide initiative intended to provide a common format for summarizing an

ED 417 123 SO 029 303

Johnson, Marcia L.
Trends in Peace Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Environmental Education; *Global Education; International Relations; *Peace; Role Playing; Social Studies; Social Values; United States History; *World Affairs
IDENTIFIERS- ERIC Digests; *Peace Education

This ERIC Digest reviews the development and current status of peace education in the United States. After briefly surveying the peace education movement from its origins with a small group of educators in New England in the 1800s through its stigmatization as being anti-American during periods of hot and cold war, the Digest devotes more attention to recent trends of the 1980s and 1990s. During this period, peace education has taken on a number of forms, including conflict resolution aiming at reducing youth violence, anti-nuclear education, and role playing games, cultural exchanges, and other programs to promote global awareness. Most recently, e-mail and the World Wide Web have been used to promote the exchange of information and ideas. The Digest includes a list of online resources for peace education and a 10-item bibliography of references and ERIC resources. (MLJ)

ED 417 124 SO 029 304

Pinhey, Laura A.
Global Education: Internet Resources. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Educational Media; Elementary Secondary Education; *Global Education; *Information Sources; Social Studies; *World Wide Web
IDENTIFIERS- ERIC Digests

The Internet is an important resource for K-12 global education teachers. Developments over the past two decades have increased the media exposure of nations and interactions among them in politics, trade, education, science, medicine, entertainment, and athletics. Good global education curriculum encourages understanding of cultural differences and similarities, tolerance, and a globally interdependent view of the world. Curriculum guides, lesson plans, government documents, conference proceedings, databases, photographs, and multimedia files to support the classroom teacher's mission of good global education can be supplemented by a variety of materials available through global education World Wide Web sites. This

ED 417 141   SP 037 785

Krol, Christine A.
Inquiring into Our Own Practice: Do the Intentions of Our Written Comments Match with Students' Interpretations of and Reactions to Them?
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (78th, Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Dialog Journals; Feedback; Higher Education; *Journal Writing; Preservice Teacher Education; Student Attitudes; Student Teachers; Teacher Attitudes; Teacher Expectations of Students; Teacher Response; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Reflective Thinking

This study examined the match between teacher comment intentions and preservice teacher interpretations of and reactions to the comments. Participants were three students enrolled in a course entitled "Approaches to Teaching." The students were required to keep a reflective dialogue journal. The teacher provided written comments about journal entries on an adjoining page, and students were encouraged to write responses to those responses. As the teacher wrote comments, she made audio recordings of her intentions for each comment. At the end of the semester, students completed interviews that discussed their reaction to the teacher's comments. The study examined data from students' journal entries, student interviews, questionnaires, and the teacher intent logs. The matches between teacher comment intentions and students' interpretations of and reactions to the comments were evaluated according to the following categories: affirmative comments, nudging comments, informing comments, and personal comments. Data analysis indicated that the matches between comment intentions and student interpretations/reactions ranged from a strong match (76%) to a weak match (39%). When the match was strong, there was a strong dialogue pattern and a higher proportion of reflective writing. At times, students interpreted different comment intentions, felt their writing was misunderstood, resisted the comment, felt the comment was blase, or had no reaction to the comment. (Contains 31 references.) (Author/SM)

ED 417 142   SP 037 786

Murray, Ann
A Process Approach to Teaching Thematic Instruction.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary

ED 417 158 SP 037 803

Mullens, John E.; Leighton, Mary S.; Laguarda, Katrina G.; O'Brien, Eileen

Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection. Working Paper Series.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 96

NOTE- 120p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Data Collection; Educational Quality; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; *Faculty Development; *Inservice Teacher Education; Public Education; Research Methodology; Secondary School Teachers; Student Evaluation; Teacher Evaluation; *Teacher Improvement

IDENTIFIERS- National Center for Education Statistics

This report examines the nature and extent of professional development activities, assesses the current National Center for Education Statistics (NCES) collection of professional development data, and recommends ways to enhance that data collection. Section 1, "Overview and Background," introduces the subject. Section 2, "Linking Student Learning, Teaching Quality, and Professional Development," describes linkages between the three. Section 3, "Professional Development Indicators," outlines a taxonomy of professional development indicators of effectiveness in light of recent research and thinking. Section 4, "Measuring Professional Development Process and Outcomes," describes customary approaches to measuring professional development, focusing on teacher surveys, teacher interviews, observations of teaching practice, observations of professional development activity, and analysis of student achievement test results. Section 5, "Professional Development as Measured through Existing Surveys," analyzes the focus and usefulness of available survey items with respect to inclusion in NCES data collection activities. The survey items include professional development design, delivery, content, context, and outcomes. Section 6, "Recommendations for NCES Data Collection on Professional Development," recommends new items, instruments, and methods that will maintain important time series yet generate more comprehensive data sets for supporting characterizations of practice more responsive to present conceptions about educational outcomes. Section 7 offers conclusions. The four appendixes include referenced background materials and items from 22 surveys used by NCES and others to learn about professional development. Appendices contain, "The National Education Goals--Goal 4"; "U.S. Dept. of Education Professional Development Principles"; "American Federation of Teachers Professional Development Guidelines"; survey items and indicators. (Contains 52 references.) (SM)

ED 417 159 SP 037 804

Boe, Erling E.; Bobbitt, Sharon A.; Cook, Lynne H.; Whitener, Summer D.; Weber, Anita L.

Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey. Working Paper Series.

SPONS. AGENCY- National Center for Education Statistics (ED),

ED 417 176 SP 037 823

Lanahan, John N.
Group Membership: Teacher or Student as Selector.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Cooperative Learning; Elementary School Students; Elementary School Teachers; Group Activities; *Grouping (Instructional Purposes); Inner City; Kindergarten; Kindergarten Children; Primary Education; *Social Influences; Student Attitudes; Teaching Methods

This study investigated differences in productivity and student preference between cooperative groups formed in the classroom based on either learning objectives or students' personal and social interests. Participants were kindergarten students (10 African American, 5 Caucasian--6 girls, 11 boys) in an inner city class. The students' personal opinions about friendships and school work were gathered using brief interviews before and after their first groupings and after their second groupings. Students were asked their preferences in friends and workmates, then divided into groups, with each student having at least one friend in the group. These groups were given an academic task to complete together (drawing a picture), then asked to describe their own efforts in the task. Three weeks later, the students were divided into groups organized by the teacher to generate the most productive entities and prevent pre-selected friends from being together. Students were again told to create a picture together, then explain their role in the group. Students discussed which group they preferred to work in and why. Results indicated that students fared better, though not significantly, when grouped by the teacher based on learning objectives. Pictures drawn by students in the learning objective groups displayed more work and effort than those drawn in the social groups. However, most students preferred working in social groups with friends. Three appendixes describe the groupings. (Contains 11 references.) (SM)

ED 417 177 SP 037 824

Shields, Julia L.
Team Teaching from the Perspective of Team Members.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Elementary Education; Elementary School Teachers; *Interpersonal Competence; Peer Relationship; Principals; Teacher Attitudes; *Teacher Collaboration; *Team Teaching; Teamwork

This study examined advantages and disadvantages of team teaching and elements of successful teams from the perspective of eight teachers and a principal at one elementary school. The teachers were all participants in several types of school teams. During individual interviews, they discussed their thoughts and feelings about team teaching. Their interviews touched on six topics: elements they considered essential for teams to work; elements they considered potentially leading to failure of the team; benefits of working as team members; drawbacks of working as team members; benefits of team teaching for students; and

ED 417 194 TM 028 135

1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement. Working Paper Series.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; Children; *Citizen Participation; Elementary Secondary Education; *Interviews; Library Services; *Parent Participation; Parents; Questionnaires; *Sampling; Telephone Surveys
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey for 1996 (NHES:96), a telephone survey of households taking place from January through April 1996, is designed to cover several components: (1) Household and Library (HH&L) (55,838 completed interviews); (2) Parent and Family Involvement in Education and Civic Involvement (PFI/CI) (20,792 completed interviews); (3) Youth Civic Involvement (YCI) (8,044 completed interviews); and (4) Adult Civic Involvement (ACI) (2,250 completed interviews). In the PFI/CI component, one parent was asked about the education and care of one child in grades 3 through 5 (regardless of how many children in the family) and one in grades 6 through 12, so that two children per family could be sampled if they were older and younger. For the YCI component, one child was sampled in each household with students in grades 6 through 12. The ACI component included adults aged 18 and older who were not in elementary or secondary school or the Armed Forces. The PFI/CI component focuses on children's schools and family involvement, while the Youth and Adult Civic Involvement components address civic attitudes, participation, and knowledge. This paper contains the interviewer questionnaire texts for the Screener/HH&L, the PFI/CI, YCI, and ACI interviews. (SLD)

ED 417 195 TM 028 136

Salvucci, Sameena; Bureika, Rita; Carter, George; Ghosh, Dhiren; Reiser, Mindy; Wenck, Stephen
Strategies for Improving Accuracy of Postsecondary Faculty Lists. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Data Collection; Estimation (Mathematics); Focus Groups; Higher Education; Institutional Characteristics; *National Surveys; Postsecondary Education; Questionnaires; Research Design; *Research Methodology; Research Problems
IDENTIFIERS- *National Study of Postsecondary Faculty

In response to the need for data on higher education faculty and instructional staff, the National Center for Education Statistics conducted the National Study of Postsecondary Faculty (NSOPF) in 1987-88 and 1992-93. Both cycles of the

ED 417 212 TM 028 153

Summary of Attendance, Maryland Public Schools, 1996-97.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Dropouts; Elementary Secondary Education; Enrollment; *Public Schools; School Districts; Tables (Data); Transfer Students
IDENTIFIERS- *Maryland

The information in this document is a summary of school-level data on attendance submitted by each Maryland public school system. Since 1991 the overall percent average daily attendance has risen slightly from 92.6% in 1992 to 93.4% in 1996 and 1997. The rate of increase is mirrored at elementary and secondary school levels. The percent attendance range among the state's 24 school systems is from 88.6% to 95.5%. The number of students who drop out of high school continues to be of great concern to both the educational and business sectors. In 1997, 4.7%, or 10,944 of the students enrolled in grades 9 through 12 in Maryland public schools dropped out of school. The percentage of dropouts among the 24 school systems ranged from a low of 1.25% to a high of 13.49%. In 1993, the dropout rate was 5.36%. Since that time the rate dropped slightly, only to rise slightly between 1996 and 1997. Fifteen tables present information about attendance in the state's public schools, including information about transfers into and out of school systems. Tables 12 through 15 give information, including race and ethnicity, about students who complete high school in Maryland. (SLD)

ED 417 213 TM 028 154

Missouri Assessment Program Summary Report.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Educational Assessment; Elementary Secondary Education; *Performance Based Assessment; *Standards; *State Programs; *Test Results; *Testing Programs
IDENTIFIERS- *Missouri

Missouri is in the middle of the process of developing a performance-based assessment system, the Missouri Assessment Program, which is being developed to measure student progress toward the "Show-Me Standards" adopted by the State Board of Education in 1996. To achieve these standards, students must have a strong foundation of knowledge and skills in the basic subjects and be able to apply what they know as well as what they can do. The Missouri Assessment Program will eventually cover all six subject areas addressed in the standards: mathematics, communication arts, science, social studies, health and physical education, and fine arts. State level assessments are being developed for students in grades 3, 4, 7, 8, 10, and 11 in the areas selected for each grade. Results will be available for individual students, schools, and districts, and achievement levels reporting student progress

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *College Second Language Programs; Communicative Competence (Languages); Cross Cultural Training; Cultural Awareness; *Curriculum Development; *Experiential Learning; Foreign Countries; Higher Education; Intercultural Communication; International Educational Exchange; *Internship Programs; Language Fluency; Modern Languages; *Partnerships in Education; Second Language Learning; Spanish; Undergraduate Study; Universities; Work Experience Programs
IDENTIFIERS- *Mexico

The MEXUS program, a transnational, undergraduate, dual-degree program in the United States and Mexico, addresses the problem of how universities can better prepare students to manage business in an interdependent global marketplace. The program was initiated as a consortium of four institutions (San Diego State University and Southwestern College (California); and in Mexico, Centro de Ensenanza Technica y Superior and the Universidad Autonoma de Baja California). Students spend a minimum of two years studying in the United States and a minimum of two years studying in Mexico, receiving undergraduate degrees from both countries: a Bachelor of Arts in International Business and the Licenciatura en Negocios Internacionales. As of mid-1997, 120 students were enrolled, and five had already graduated. Report sections include a project overview, purpose, background and origins, project descriptions, evaluation of project results, and a summary. Extensive appended materials include publicity documents, student presentations, applications, curricula, advising guide, two evaluation reports, a curriculum design paper, minutes of an advisory council meeting on effective publicity, tests of ethnocentrism and oral proficiency, program agreements, and Chapter 12 of the North American Free Trade Agreement. (BF)

ED 416 781 HE 031 027

Brown, Valerie L., Ed.
Student Disciplinary Issues: A Legal Compendium. Second Edition
PUB DATE- 97
NOTE- 505p.; For first edition, see ED 363 186.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Athletes; Behavior Standards; Cheating; Civil Liberties; *Codes of Ethics; *College Students; *Court Litigation; Discipline; *Discipline Policy; Discipline Problems; Due Process; Freedom of Speech; Higher Education; *Legal Problems; Legal Responsibility; *Student Behavior; Student College Relationship; Universities
IDENTIFIERS- California State University; City University of New York; Colgate University NY; Florida State University; Princeton University NJ; University of Iowa; University of New Mexico; University of Wisconsin

This compendium provides an overview of selected codes of student conduct, a selection of annotated legal decisions and important law review articles, and various National Association of College and University Attorney (NACUA) outlines on the issue of student discipline in both academic and nonacademic contexts. Part 1 lists nonacademic codes of student conduct and graduating class of 1995-96. The study used a student-cohort flow system to track student data semester-by-semester, including courses taken and whether a course was remedial or not. A table summarizes remediation rates by county for science, English, math, and reading. The bulk of the report is in the form of a table for each high school, grouped by county, followed by the college freshman headcount, percentage of freshmen taking remedial courses in the four subject areas, and an unduplicated headcount and percentage of students taking remedial courses. The data show that 37.3 percent of freshmen took at least one remedial course. Mathematics remediation was the highest, with 33.1 percent of freshmen taking a remedial mathematics course. (DB)

ED 416 801 HE 031 065

Comparison of Graduation Rates for Scholarship Athletes and All Students by Gender, Race, and Sport.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Athletes; Bachelors Degrees; Black Students; *College Athletics; College Graduates; Degrees (Academic); *Educational Attainment; Extramural Athletics; Graduation; Higher Education; Public Colleges; *Racial Differences; Scholarships; *Sex Differences; State Universities; Tables (Data); Two Year Colleges; White Students
IDENTIFIERS- African Americans; *Athletic Scholarships; *Oklahoma

This study compared the six-year college graduation rates of scholarship athletes with all students in the Oklahoma State System using data for fall 1990 first-time, full-time baccalaureate degree-seeking entering freshmen. The study also examined three-year graduation rates of fall 1993 freshmen seeking associate degrees. Graduation rates for scholarship athletes over the past three years remained stable at 38.8 percent at comprehensive universities, increased from 40.5 percent to 43.8 percent at regional universities, and decreased from 31.3 percent to 27.5 percent at two-year colleges. Male scholarship athletes graduated at lower rates than all male students at comprehensive universities and at higher rates at both regional universities and two-year colleges. Female scholarship athletes graduated at higher rates than all female students at all types of institutions. Caucasian athletes graduated at lower rates than all Caucasian students at comprehensive universities and at higher rates at both regional universities and two-year colleges. African American athletes graduated at the same rate as all African American students at comprehensive universities and at higher rates at both regional universities and two-year colleges. Athlete graduation rates exceeded the average in seven sports at the comprehensive institutions, eight sports at the regional universities, and four sports at two-year colleges. (DB)

ED 416 802 HE 031 066

Pinar, William F., Ed.
Curriculum: Toward New Identities. Critical Education Practice, Volume 12. Garland Reference Library of Social Science, Volume 1135.
PUB DATE- 98
NOTE- 391p.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software; Computer Uses in Education; *Curriculum Development; *Educational Assessment; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Futures (of Society); Microcomputers; *National Programs; Professional Development; Telecommunications
IDENTIFIERS- *Technology Integration

The mission of the CEO Forum on Education and Technology is to build a common understanding of the issues and realities associated with the present use of technology in education, and to assess how ready schools are for teaching and learning in the 21st century. The key to creating the best learning environment is to integrate the "Four Pillars"--hardware, connectivity, digital content, and professional development--throughout the curriculum. The School Technology and Readiness (STaR) Chart provides a framework that describes technology presence, use, and integration in a typical school in four school profiles ranging from the "Low Technology" school that uses technology primarily for administrative functions, to the "Target Technology" school that integrates technology throughout the curriculum. The STaR Chart highlights the potential educational benefits each level of technology integration offers. The STaR Chart was used as the backdrop for an assessment of the nation's schools, based on hardware and connectivity data collected from nearly 80,000 public schools as well as supplementary data. Almost 60% of the nation's schools are "Low Tech" schools, and only 3% of schools nationwide have fully integrated technology into the classroom. This assessment serves as the baseline for three future annual assessments. The report contains the following sections: "Overview"; "From Pillars to Progress: Integrating Education and Technology"; "Lessons from Corporate America"; "The CEO Forum's National STaR Assessment"; and "Future Research." Appendices include: a status report on each of the "Four Pillars"; "Caution for the Future: Ensuring Equity"; "Achieving Education Objectives through Technology Use"; and "Methodology: 1997 National STaR Assessment." (SWC)

ED 416 820 IR 018 715

Computer-Assisted Community Planning and Decision Making.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Community Planning; *Computer Software; Cooperative Programs; Curriculum Development; Decision Making; *Ecological Factors; Experiential Learning; Geography; Higher Education; Systems Approach; Work Experience
IDENTIFIERS- College of the Atlantic ME; Fund for Improvement of Postsecondary Education; *Geographic Information Systems; *Human Ecology; Technology Integration

The College of the Atlantic (COA) developed a broad-based, interdisciplinary curriculum in ecological policy and community planning and decision-making that incorporates two primary computer-based tools: ARC/INFO Geographic Information System (GIS) and STELLA, a systems-dynamics modeling tool. Students learn how to use and apply these tools through a combination of

Mills); "Shrink-Wrapped Solutions Aren't" (Mark Pettigrew & Ian Huntley); "WinEcon Lecturer" (Simon Price, Li Lin Cheah & Jasper Tredgold); "Educational Computing Systems" (A. Ravenscroft, K. Tait, & I. E. Hughes); "Towards a Theory of Technological Innovation within Higher Education" (Rachael Scott & Brent Robinson); "The Use of the Internet in Distance Learning and Continuing Professional Development of Property and Construction Professionals" (Brian Sloan); "Video Conferencing in Medical Education" (Sandra Thompson); and "Horses for Courses and Tools for Teachers" (Sue Tickner). (MES)

ED 416 836 IR 018 733

Cameron, Shona, Ed.
ALT-C 96: Integrating Technology into the Curriculum. Conference Programme and Abstracts of the Association for Learning Technology Conference (3rd, Glasgow, Scotland, September 16-18, 1996).
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; *Curriculum Development; Distance Education; *Educational Technology; Foreign Countries; Higher Education; Information Technology; Internet; Learning Strategies; Multimedia Instruction; Multimedia Materials
IDENTIFIERS- Learning Environments; *Technology Integration; United Kingdom

This program for the 1996 Association for Learning Technology Conference summarizes the poster sessions, discussions, workshops, and software demonstrations, and provides abstracts of the 38 papers presented. Topics covered by the papers include: hand-held technology for mathematics; modeling global warming; computer-mediated communications; Java; computer-assisted learning for medical students; learning strategy in a computer-mediated environment; effectiveness of multimedia learning; simulations; impact of technology on education; plans for an international electronically-supported master's degree; multimedia applications; integration of technology into teaching and assessment; computer therapy for algebra-phobics; coping with diversity; cross-curricular information technology tools; the World Wide Web in academia; computer-mediated communication in distance tutoring; a media selection support system; systems-based framework for integrating technology; learning diaries and technology; multimedia motion and motivation; learning mathematics using computers; integrative evaluation as a change agent; technology in a medical undergraduate curriculum; technology in biology, business studies, and humanities; electronic questionnaires; environments for active learning; enriched distance learning and independent study; re-skilling of a distance teacher; computer-mediated communication in a women's studies course; effectiveness and limitations of language learning; advising in open and distance learning; technology in the language curriculum; and building an institutional information environment. (MES)

ED 416 837 IR 018 734

Branch, Robert Maribe; Gustafson, Kent L.
Re-Visioning Models of Instructional Development.
PUB DATE- 98

(Armando A. Arias, Jr. and Beryl Bellman); (20) "Electronic Student Response Systems in Corporate Distance Education" (Barbara J. Garvin-Kester, Thomas A. Kester, and Alan G. Chute); (21) "BESTNET International: A Case Study in the Evolution from a Distance Education Experiment to a Virtual Learning Environment" (George S. Metes, Rodrigo Gutierrez S., Vincente Lopez Rocher, Armando Valdez, and Ricardo Jimenez); Part 5: Monitoring the Electronic Classroom--(22) "Using Formative Evaluation to Increase the Educational Effectiveness of Technology Products" (Karen J. Hoelscher); (23) "Working Together with Technology" (Linda S. Fowler); (24) "The Ethics of Teaching and the Teaching of Ethics" (Rushworth M. Kidder); and (25) "The Future of Electronic Education" (Robert A. Dierker). Includes chapter references and index. (JAK)

ED 416 854 IR 018 755

Learner Outcomes in Information and Communication Technology ECS to Grade 12: A Framework.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Uses in Education; *Curriculum Development; Educational Resources; *Educational Technology; Electronic Classrooms; Electronic Mail; Elementary Secondary Education; Foreign Countries; *Foundations of Education; Information Technology; *Integrated Activities; Internet; Learning Activities; Multimedia Instruction; Performance Based Assessment; Problem Solving; Professional Development; Telecommunications
IDENTIFIERS- *Alberta; Canada; *Technology Role

This framework document is the result of an extensive review of information on technology curricula from around the globe--with a focus on the work being done by Canadian education ministries, state and foreign education ministries and school jurisdictions. It is also the result of consultations with Alberta employers, employees, parents, teachers and community members on the knowledge and skills students should be able to demonstrate when leaving high school. The document highlights technology learner outcomes for ECS to Grade 12 students. It identifies outcomes already included in current programs of study, and attempts to anticipate the knowledge, skills, and attitudes that students will need to develop in the future as technology continues to change. This curriculum framework provides a foundation for: (1) helping Alberta Education, school systems, and schools to identify or place the outcomes in appropriate grades and subject areas; (2) developing illustrative examples--tasks that students can complete to demonstrate their proficiency--accompanied by criteria and standards of performance; (3) producing learning resources for students and teachers--guides, suggested instructional strategies, student materials, assessment tools; and (4) planning professional development activities. This document includes a glossary of terms. (Contains 11 references.) (JAK)

ED 416 855 IR 018 757

Leh, Amy S. C.; Gazda, Russ
Elementary School Children Creativity: Video and Internet.
PUB DATE- 98

IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This final performance report for the Elizabeth Jones Library literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals and related objectives for fiscal year 1992: (1) to provide a versatile workplace literacy program useful to any business in the county; (2) to provide business/industry an introduction to the program--a multi-model basic skills development education program to benefit their employees; (3) to provide orientation to the program for business managers and supervisors upon adoption; (4) to provide management of the program; and (5) to coordinate library literacy activities with the local literacy council, vocational school, and community college. Proposed and actual expenditures are compared. Activities undertaken are described, including library materials acquired, development of an adult summer reading program, and on-site workplace literacy programs administered. The role of the library is discussed; the contributions of other organizations are summarized; facilities used are listed; and the impact of the project is considered. Attachments include forms for a student program evaluation interview, student exit interview, tutor program evaluation, and tutor interview. (MES)

ED 416 872 IR 056 897

Hansen, Janet

Broward County Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Beginning Reading; Conferences; Coordinators; Expenditures; Federal Programs; Grants; Leadership Qualities; Library Role; *Library Services; *Literacy Education; Public Libraries; *Student Organizations; Student Participation

IDENTIFIERS- Florida (Broward County); Library Services and Construction Act

This final performance report for the Broward County Library New Reader Services Coordinator literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the project objectives for 1992-93, including the hiring of a new reader as coordinator for the project and the establishment of five student groups for new readers. Details are provided on the activities of these student groups--the Speakers Bureau, Student Travel Club, Student Advisory Committee, Student Support Group, and National Issues Forum. The success of the program in helping students to develop leadership characteristics is noted, and participation by five students in a statewide literacy conference is described. Attachments include newsletters, photographs, newspaper clippings, and a list of adult new reader issues drawn up by student participants at the statewide literacy conference. (MES)

ED 416 873 IR 056 898

Family Literacy; Federal Programs; Grants; Homeless People; Intergenerational Programs; Learning Disabilities; Library Collection Development; Library Role; *Literacy Education; Microcomputers; Older Adults; Public Libraries; Publicity; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers; Workplace Literacy

IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Literacy Resource Center project, a program of the Wayne Township Public Library also known as the Morrisson-Reeves Library (Richmond, Indiana), involved recruitment, retention, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer-assisted, other technology, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 50,000-100,000 people and targeted the homeless, learning disabled, workforce/workplace learners, seniors/older citizens, intergenerational/families, and ESL learners. Tutoring was done one-on-one, in small groups, and in classes, using the Laubach, Literacy Volunteers of America (LVA), Orton-Gillingham, and Steck-Vaughn methods. The project served 211 adult learners, and provided 3,710 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: program descriptions; family literacy attendance in 1992-93; weekly reading charts; 186-page curriculum and volunteer manual; program brochures; volunteer and supervisor job descriptions; training outlines; training evaluation; literacy sites 1992-93; permission to change use of funds; additional funds 1992-93; newsletters; and news releases and publicity. (SWC)

ED 416 890 IR 056 915

Drobner, Sherry

Alameda County Library Workplace Literacy, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 94

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Federal Programs; Grants; Library Role; *Literacy Education; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; *Workplace Literacy

IDENTIFIERS- California (Alameda County); Library Services and Construction Act; Volunteer Recruitment

The Adult Literacy Program at the Alameda County Library provided employment oriented programs. The project served a community of over 200,000 people, and targeted workforce/workplace learners. The project served 578 adult learners and provided 35,904 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the and cultural appreciation, literature component, leading guidance, organization and administration, staffing, resources, access, and facilities. The next five sections report benchmark data in the following areas, with recommendations on ways the system can move towards the vision: (1) staffing components; (2) collection development; (3) facilities, equipment, and planning; (4) technology; and (5) program assessment. Strategies for implementation are then presented, and the 56 recommendations are summarized, including a listing by stakeholder(s). Highlights of the 21 appendices include: the Saint Lucia mission statement for public library services; the Ministry of Education 1997-98 work plan for library and information services; the branch library and information services survey; a proposal for a reading research project; and suggestions for re-structuring the children's department to youth services. (Contains 39 references.) (MES)

ED 416 909 JC 980 091

Community Colleges for International Development Annual Conference Proceedings (21st, Phoenix/Chandler, AZ, February 1-3, 1998).
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biographies; Community Colleges; Curriculum Development; Distance Education; Donors; Educational Technology; Exhibits; Foreign Countries; *International Education; *International Programs; Internet; Participant Characteristics; Student Characteristics; Two Year College Students; Two Year Colleges; World Wide Web
IDENTIFIERS- *Community Colleges for International Development

This document provides the proceedings for the 21st Annual Conference of the Community Colleges for International Development. It begins with a letter of welcome from the Chancellor of Pima Community College, the conference's host institution. It then outlines the schedule of activities for each day of the conference, listing workshops and lectures that cover such topics as underprepared students, internationalizing curricula, online education, new technologies, and distance education. Social activities are integrated with discussions and guest speakers, whose biographies are included. The program then recognizes conference sponsors and provides information on exhibitors. The document concludes with a list of registered participants. (YKH)

ED 416 910 JC 980 097

MATC Project Get Started: Phase II Report.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Births to Single Women; Child Welfare; Economically Disadvantaged; Employment Experience; *Family Work Relationship; Feminization of Poverty; Job Skills; *Job Training; *Labor Force Development; Mentors; Mothers; Needs Assessment; Occupational Clusters; One Parent Family; Partnerships in Education; Poverty; School Business Relationship; Technical Institutes; Two Year Colleges; Unemployment; *Vocational Evaluation; *Welfare Recipients;

historically underrepresented and ethnic minority students. This update provides current information on the goals and activities involved in the plan. An executive summary reviews state legislation mandating the development of student equity plans, the goals and initiatives of the plan, and student equity indicators used at MSJC. The second section provides background information in the plan's development, and the third offers suggestions for improving campus climate. The fourth section discusses student access at MSJC, illustrates the percentages of ethnic groups in the college service area and student body, and suggests that the college's funding be increased in order to adequately serve all students. Sections five through eight offer data by ethnic group and gender on basic skills completion, successful course completion, degree and certificate completion, and transfer. The final sections describe MSJC's completed goals and its annual review model. Appendices include an agenda for Pre-College Day, entitled Dimensions of Diversity, and memoranda related to student equity. (YKH)

ED 416 928 JC 980 130

Transfer and Articulation.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Bachelors Degrees; Board of Education Policy; *College Transfer Students; Community Colleges; Core Curriculum; *Curriculum Development; Educational Objectives; Educational Trends; General Education; Higher Education; Majors (Students); *State Programs; *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Illinois Articulation Initiative; Web Sites

The four reports in this agenda item from an Illinois Board of Higher Education meeting provide updates on transfer outcomes, programs, and policies in Illinois. The first report presents data on fall 1996 transfer activity among community colleges, public and private universities, and private colleges in the state; traditional community college-to-university transfers between 1989 and 1996; baccalaureate achievement rates for transfers to public universities between 1991 and 1996; and advising, transfer, and placement services at the state's community colleges. The second report reviews the status of the Illinois Articulation Initiative (IAI), a statewide program initiated in January 1993 to develop curricula and general education recommendations that facilitate the transfer of students. This report indicates that the IAI has developed a general education core curriculum and formed panels to develop recommendations regarding the courses required of students transferring to four-year colleges and universities. This report also presents the lists of recommended courses, developed by the biological sciences, computer science, mass communication, special education, and theatre arts panels, and endorses them for Board approval. The third report proposes changes to the Board's transfer and articulation policy to ensure that transfer students who complete panel-recommended courses are granted junior status at receiving institutions. The final report describes work completed and information available on the IAI Web site. (BCY)

ED 416 929 JC 980 131

College System (NCCCS). Included in this report are the NCCCS mission and policy statements, as well as twenty policy recommendations. The mission statement focuses on the development of individual student potential and diversity management. The policy statement expands upon these issues and states initiatives for increasing diversity and nurturing greater awareness, including developing diversity plans, creating and expanding professional development programs and activities, and strengthening recruitment efforts, search committee processes, and retention strategies. Twenty specific recommendations for implementing a comprehensive diversity enhancement strategy follow. Preceded by commitment statements from the trustees and presidents of local community colleges and the State Board for Community Colleges, these recommendations set the stage for effective institutional change. (YKH)

ED 416 948 PS 025 249

Covey, Stephen R.
How to Develop a Family Mission Statement. The 7 Habits Family Leadership Series. Audiotape .
PUB DATE- 96
NOTE- Op.; Two audiocassettes accompanied by a 32-page learning guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Child Rearing; Family Attitudes; Family Environment; Family Involvement; *Family Life; Family (Sociological Unit); *Moral Values; *Objectives; Parent Child Relationship; Parent Role; *Social Values

Maintaining that working with one's family to decide on purposes, visions, values, and a focus on the future will be a parent's most important leadership activity, these audiotapes and learning guide provide the tools for developing a family mission statement. Tape 1, side A introduces the urgency of a family mission statement, and provides an overview of the three-step process: (1) explore what the family is all about; (2) write the mission statement that encompasses desired characteristics of the home, effect upon family members, meaningfulness, and identified source of power (principles); and (3) stay on course. Side B of this tape details exploring the nature of the family, and includes ground rules and discussion questions. Tape 2, side A details the process of writing a family mission statement, and includes criteria of a good mission statement and sample mission statement processes. Side B of this second tape details staying on course, suggesting that family decisions be based on the mission statement and that families refer back to it as problems arise, and revise it as the family goes through transitions. This side also provides examples of challenges families may face in creating and living up to a mission statement. Sample mission statements are included. The accompanying learning guide answers frequently asked questions about mission statements, and outlines the three steps of the mission statement process. Several quotations relevant to purpose and values are presented, as are reflections on the family mission statement excerpted from the tapes. The learning guide concludes with sample mission statements. (HTH)

School Based Services; Suicide Attempts; *Suicide Prevention
This chapter provides an overview of current school-based youth suicide prevention efforts. Rather than review the wide variety of existing broad-based and focused school-based prevention programs, the chapter covers conceptually grounded exemplars for which there are some empirical data to illustrate recommended, available youth suicide prevention strategies. The review begins with a general prevention framework that describes these programs. Features of comprehensive school-based prevention programs are described as multilevel, multicomponent interventions that including the following components: (1) administrative consultation; (2) school gatekeeper training; (3) parent training; (4) community gatekeeper training; (5) student classes; and (6) postvention interventions, that is, intervention by external consultants to schools and communities in which a suicide or attempt at suicide has occurred. The chapter then addresses evaluation of school-based prevention programs. Issues in school-based prevention are enumerated, including: (1) reduction of access to common means of committing suicide (means restriction); (2) breaking down of the myth that talking with students about suicide will promote suicidal behavior (student curricula); and (3) availability of competent, accessible adults to intervene. The chapter concludes by noting that a general protective factor is the acquisition of social problem solving competencies. The chapter highlights a concern for the future about the conclusion on the part of some school personnel that the youth suicide problem has been solved and that proper resources are no longer needed to support effective school-based prevention programming. (Contains 154 references.) (SD)

ED 416 966 PS 026 199

Perry, Cheryl L.; Story, Mary; Lytle, Leslie A.
Promoting Healthy Dietary Behaviors.
PUB DATE- 97
NOTE- 37p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Child Health; Child Welfare; Children; Dietetics; *Eating Habits; Food; Foods Instruction; Health Education; *Health Promotion; *Nutrition; *Nutrition Instruction; Obesity; Physical Health
IDENTIFIERS- Food Selection; *Healthy Children 2010; Healthy People 2000; *Nutrition Education Program
This chapter reviews the research on promoting healthy dietary behaviors in all youth, not just those who exhibit problems such as obesity or eating disorders. The first section of this chapter presents a rationale for addressing healthy dietary behavior with children and adolescents, on the basis of the impact of these behaviors on short- and long-term health. It is argued that dietary habits acquired in childhood place some children at risk for chronic illness later in life and the prevention of these ailments should be implemented in school health programs early in childhood. The chapter's second section presents a review of nutrition education programs that have attempted to change behaviors including preschool studies, community-based programs, school-based studies, the Class of 1989 study, and the Child and Adolescent Trial for Cardiovascular Health (CATCH). A conceptual model for health promotion that is specific to young people's dietary behaviors

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Higher Education; Infant Mortality; Infants; Lunch Programs; Mathematics Achievement; Mortality Rate; One Parent Family; Poverty; Prenatal Care; *Social Indicators; *State Surveys; Statistical Surveys; Substance Abuse; Trend Analysis; Unemployment; Welfare Recipients; *Well Being
IDENTIFIERS- Arrests; Child Mortality; Firearms; *Indicators; Vaccination; *Washington

This third annual Kids Count report examines statewide trends in the well-being of Washington's children. The statistical portrait is based on five general areas of children's well-being: family and community, economic well-being, health, education, and safety and security. The 19 key indicators of child well-being are: (1) single parent families; (2) teen birth rate; (3) births to unmarried women; (4) children in out-of-home care; (5) poor children; (6) unemployment; (7) infant mortality; (8) low birthweight; (9) immunization; (10) late prenatal care; (11) tobacco use; (12) alcohol use; (13) eighth grade math scores; (14) high school dropout rate; (15) death rate from accidents; (16) child abuse and neglect; (17) arrest rate; (18) firearm deaths; and (19) incarceration. Results are presented as a state summary and track available data ranging from 1970 through 1992. Summary information and specific information is presented in each of the five general areas examined. The report indicates an increase in violent behavior among teenagers, declining standardized test scores, and high dropout rates for minority youth. However, decreases were shown in deaths from motor vehicle accidents, teen birth rates, and infant mortality. Immunization rates and prenatal care rates have also improved. (SD)

ED 416 984 PS 026 256

The State of Washington's Children. Fourth Annual Report.
SPONS. AGENCY- Washington Univ., Seattle. Inst. for Public Policy and Management.; Washington Univ., Seattle. School of Public Health and Community Medicine.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 51p.; For 1994 Annual Report, see PS 026 255 and for 1996 Annual Report, see PS 026 257.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accidents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Support; Counties; Delinquency; Demography; Diseases; Dropout Rate; Early Parenthood; Economic Status; Educational Attainment; Elementary Secondary Education; Employment; Foster Care; Infants; Mathematics Achievement; Mortality Rate; One Parent Family; Reading Skills; *Social Indicators; *State Surveys; Statistical Surveys; Substance Abuse; Suicide; Trend Analysis; *Well Being
IDENTIFIERS- Arrests; *Indicators; *Washington

This Kids Count report examines statewide trends in the well-being of Washington's children. The statistical portrait is based on five general areas of children's well-being: family

Current literature indicates the positive effect of a spiritual or religious orientation on recovery from alcohol abuse, drug addiction, codependency, and child sexual abuse, and as a personal control against deviant behavior in adolescents. Yet spiritual resources have been underutilized not only in prevention but in intervention programs. This study examined the potential relationship between reported spiritual outlook, religious practice, and an individual's resilience in relation to antisocial behavior in subjects who have reported experiencing physical or sexual abuse during childhood. Hypotheses were: (1) High spirituality scores will be correlated with low levels of antisocial behavior; (2) Higher scores of religiosity will be correlated with low levels of antisocial behavior; and (3) Low levels of antisocial behavior will be correlated with stronger resiliency behaviors and attitudes. Three groups of adolescents and adults completed a questionnaire. Results showed that individuals who were abused as children reported higher levels of intrinsic spirituality and religious orientation than those not abused. For abused and nonabused alike, higher intrinsic spirituality and religious orientation scores also matched lower antisocial behaviors and higher resiliency behavior scores. According to stepwise regression results, the presence of antisocial behaviors can be predicted based on religiosity, intrinsic spirituality, and gender. (Contains 36 references.) (EV)

ED 417 002 PS 026 298

Chang, I. Joyce; Katsurada, Emiko
Context of Physical Punishment: A Cross Cultural Comparison.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Child Behavior; College Students; *Context Effect; *Corporal Punishment; *Cross Cultural Studies; Foreign Countries; Higher Education; Recall (Psychology); *Student Attitudes
IDENTIFIERS- Japan; United States

This cross-cultural study was designed to overcome some limitations of previous research by not only inquiring into general attitudes toward physical punishment, but also by obtaining information concerning the context (for example, situation, type of misbehavior, and form of physical punishment). A cross-cultural comparison was made of attitudes of 227 college students in the United States and Japan. Participants responded to a questionnaire yielding data on their general attitudes toward physical punishment and perceptions of appropriate discipline method using four hypothetical scenarios. The results indicated that the experiences of physical punishment by the U.S. and Japanese samples were similar. However, the U.S. participants reported a higher likelihood of being hit with an object than the Japanese participants. For the U.S. sample, the buttocks and the hand were the top two sites on the body used for physical punishment, whereas the head and the face were the top two places for the Japanese sample. The type of child's misbehavior was found to have an impact on the Japanese participants' views on the appropriate discipline method. The U.S. participants' views on the appropriate discipline method were not

Differences; Foreign Countries; Observation; Parent Attitudes; Parent Child Relationship; Preschool Education; *Self Motivation; Social Change; Social Differences; Socioeconomic Status

IDENTIFIERS- Estonia; Russia; United States

This study used a Vygotskian perspective to compare child rearing values and beliefs of parents, especially in regard to self-directed activities of children, in the United States, Russia, and Estonia. Participating were 60 families, evenly divided by society and social class (middle or working class), each with a child between 28 and 45 months old. Families were located in Greensboro, North Carolina; Obninsk, Russia; and Tartu, Estonia. Interview and questionnaire data were collected from parents, and observational data were obtained from children observed in their everyday activities for 20 hours during 1 week, focusing on academic lessons, skill/nature lesson, play with academic objects, and conversation with adults. Findings indicated that middle-class parents rated self-direction higher, and control and discipline lower, than working-class parents, and were less likely to be concerned with spoiling their children by giving attention than were working-class parents. There were no cultural differences in parent values and beliefs. Children in Obninsk and Tartu were far more likely than those from Greensboro to be involved in skill/nature lesson. Middle-class children were more likely than working-class counterparts to be involved in academic or skill/nature lessons, except in Obninsk, where there were no social class differences in academic lessons. Middle-class children were more likely to initiate the activities of interest than were their working-class counterparts. (Contains 17 references.) (KB)

ED 417 020 PS 026 328

McIntire, Deborah; Windham, Robert

Home Schooling: Answers to Questions Parents Most Often Ask.

PUB DATE- 95

NOTE- 192p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Compliance (Legal); *Elementary Education; Elementary School Curriculum; Foreign Countries; *Home Schooling; Legal Problems; Parent Materials; Parent Student Relationship; *Parents as Teachers; Recordkeeping; Resource Materials; Student Evaluation; Student Motivation; Teaching Methods; Values Education

IDENTIFIERS- Canada; United States

This resource for parents draws upon research findings and the experience of home schooling parents to answer common questions about home schooling in the United States and Canada. Included is information on home schooling instructional approaches and curricula, record keeping, organizational tools, and practical tips. Chapter 1, "Initial Questions," addresses issues parents need to consider before starting home schooling, such as benefits to children, socialization opportunities, family support, and financial aspects. Chapter 2, "Organization," describes approaches to organizing the instructional day and gathering needed materials. Chapter 3, "Legal Requirements," discusses certification and recordkeeping requirements, notification/approval, and standardized testing. Chapter 4, "Curriculum and Instruction," delineates the basic concepts effects. The guide includes a discussion of standardized behavior scales used in clinic practice as well as many of the psychopharmacological studies in the medical literature. Following an overview (chapter 1) noting the increased prevalence of medication and implications of monitoring safety and efficacy of such medications in the school setting, the guide's chapters are: (2) "Basic Principles of Pharmacology," including dependence, addiction, mechanisms of drug action, and adverse side effects; (3) "Short-Term Cognitive and Behavioral Effects of Psychotropic Medications," including stimulants, antipsychotics, and antidepressants; (4) "Long-Term Cognitive and Behavioral Effects of Psychotropic Medications," based on the same drug classes as the preceding chapter; (5) "Psychopharmacological Approaches to Treatment of Childhood and Adolescent Disorders," including developmental issues relevant to prescribing such drugs to pediatric populations; (6) "Assessment and Monitoring of Children Receiving Psychotropic Medications," including assessment of adverse physical effects, and assessment of behavior, emotion, and cognition; (7) "Acceptability and Satisfaction Issues," including consumer attitudes and satisfaction, ethical issues, and legal issues and informed consent; and (8) "Issues Related to Training and Research," including the issue of prescribing privileges for psychologists, and the curriculum of the American Psychological Association as the most rigorous and inclusive training path for psychopharmacology. Each chapter includes a "conclusions" section. (Contains 533 references.) (HTH)

ED 417 038 PS 026 371

Rust, Frances O'Connell, Ed.; Willliams, Leslie R., Ed.
The Care and Education of Young Children: Expanding Contexts, Sharpening Focus.
PUB DATE- 89
NOTE- 166p.; Originally published in "Teachers College Record"; v90 n3 Spr 1989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Advocacy; *Child Caregivers; Child Development; Childhood Needs; *Day Care; *Early Childhood Education; Economic Factors; Models; Poverty; Professional Development; *Public Policy; Social Change; Young Children

This collection of essays by child advocates explores three interconnected facets of the child care and education field: the broad sociocultural contexts influencing the development of young children and their families, the evolution of specific settings or programs where care and education occur, and the emerging consciousness of early childhood educators and care providers toward their responsibility for refinement of practice. Following an introduction (Frances O'Connell Rust and Leslie R. Williams) noting the convergence of what were generally separate fields-care and education-the essays and their authors are: (1) "Welfare Reform: Serving America's Children" (Daniel Patrick Moynihan); (2) "Economic Issues Related to Child Care and Early Childhood Education" (Marian Wright Edelman); (3) "Racism and the Education of Young Children" (James P. Comer); (4) "Early Interventions to Reduce Intergenerational Disadvantage: The New Policy Context" (Lisbeth B. Schorr); (5) "Is the Young Child Egocentric or Sociocentric?" (Patrick C. Lee); "Kindergarten: Current Circumstances Affecting Curriculum" (Doris Pronin Fromberg); (6) "A Comprehensive Model for Integrating Child Care and Early Childhood Education" (Bettye M. Caldwell); (7) "An Early considering adaptive training to be the most effective facilitation technique in a mental health setting for increasing adolescents' self-efficacy and self-affirmation. In contrast to whole training, which focuses on practicing tasks in their total completed form, and fixed training, which has an inflexible progression for the trainee to follow, adaptive training varies the task or problem as a function of how well the trainee performs. Using supportive citations from the literature, the interrelationships of performance, self-efficacy, and self-affirmation to adaptive training are explained. Using adaptive training in challenge initiatives allows the therapist to correlate intervention structure with a client's readiness for treatment. Contains 37 references. (Author/SAS)

ED 417 055 RC 021 408

Watters, Ron
The Art of Teaching Map and Compass: Instructional Techniques, Curricular Formats and Practical Field Exercises.
PUB DATE- 97
NOTE- 10p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Experiential Learning; Field Instruction; Higher Education; *Map Skills; *Orienteering; Outdoor Education; Teaching Methods
IDENTIFIERS- *Compass Reading; Declination

This paper discusses the value of teaching map and compass skills in the classroom or an outdoor situation. Navigation is the most basic of all outdoor skills. A map and compass curriculum can be taught to anyone, is inexpensive, and is easily incorporated in a variety of educational situations. General teaching principles are outlined: (1) start with the basic idea of what a map is; (2) avoid too much detail about compasses with younger children; (3) use a combination of indoor and outdoor settings for teaching; (4) begin with the basics and build on them; and (5) use the utmost care when teaching about declination (the difference between magnetic north and true north). Three methods of adjusting for declination are described. Two teaching scenarios are suggested: a 2-hour course for younger children that includes map symbols, directions, compass reading, and an outdoor three-leg compass walk; and a 2-day course for secondary and college students that includes instruction in types and sources of maps, latitude and longitude, UTM (Universal Transverse Mercator) coordinate system, map symbols, contour lines, compass reading, declination, and outdoor field sessions. An annotated list of resources includes books, a video, and Internet sites. (SAS)

ED 417 056 RC 021 409

Zwaagstra, Lynn
Group Dynamics and Initiative Activities with Outdoor Programs.
PUB DATE- 97
NOTE- 12p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English

Kuh, William; Simmons, Jerry; Sorge, Carmen; Whittle, Christopher
Group Study on Adult Learning at the Explora Science Center, Albuquerque, New Mexico, USA.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; *Community Resources; Educational Facilities; *Exhibits; Hands on Science; Instructional Materials; *Learning Theories; *Museums; Science Education
IDENTIFIERS- Explora Science Center NM

This research examines some of the factors that influence the learning process in an informal science education setting such as the Explora Science Center. Goals of the study include the completion of a qualitative as well as quantitative study on adult learning in an informal, hands on setting, observing and determining the learner characteristics which are crucial to the learning experience, and determining the multicultural use factors in a culturally diverse community. Statistical information on who visits which exhibits for what period of time is included. Age and gender are represented in the data displays and findings indicate that there are age and ethnic effects in adult visitor interaction with the exhibits. Numerous data tables are included to lend additional support to the research project. (Contains 29 references.) (DDR)

ED 417 078 SE 061 196

Whittle, Christopher
On the Ethology of Female Homo Sapiens Sapiens at the New Mexico Museum of Natural History and Science.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Resources; Educational Facilities; *Exhibits; *Females; Hands on Science; Instructional Materials; Learning Theories; *Museums; *Science Education; Sex Differences
IDENTIFIERS- New Mexico Museum of Natural History and Science

This study is a followup to the author's earlier study of the learning differences exhibited by museum exhibit visitors and seeks to discern the effects of the pathological cultural problems identified by other researchers in a science education setting. The setting for this followup study was the New Mexico Museum of Natural History and Science. Field observations at the site focused on gender differences exhibited by visitors in interacting with the exhibits, age differences in patterns of interaction, and what sociological theory of education best fits with those observations. Results have implications for how science is taught to girls. Contains 24 references. (DDR)

ED 417 079 SE 061 197

Whittle, Christopher
Teaching Science by Television: The Audience, Education, History, and the Future.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

individual's overall achievements in education, training, and throughout life, and to provide a standard presentational style. Questionnaires were sent to all secondary, independent, and special schools and institutions of further and higher education in Scotland. Smaller samples of employers, training providers, careers service personnel, and school leavers were contacted for input. The report includes an executive summary and 13 chapters. Chapters include: (1) "Introduction"; (2) "Aims and Methodology"; (3) "Key Points from Initial Information Gathering"; (4) "Survey of Directors of Education"; (5) "Survey of Schools"; (6) "The Views of Young People"; (7) "The Views of Careers Service Staff"; (8) "Survey of Employers and Training Providers"; (9) "Survey of Further and Higher Education Institutions"; (10) "Case-Studies of Schools"; (11) "Good Practices and the NRA"; (12) "Issues Arising from the Findings"; and (13) "Recommendations." Contains 15 references. (EH)

ED 417 102　　　　SO 028 371

Pickering, Marianne
Lessons for Life. Education and Learning. First Edition. Our Human Family Series.
PUB DATE- 96
NOTE- 83p.; For related items in this series, see SO 028 372-374.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Comparative Education; *Cross Cultural Studies; Cultural Context; *Educational Anthropology; Elementary Education; Foreign Countries; *Multicultural Education; Nonformal Education; *Social Studies; *Sociocultural Patterns

This book examines the cultural universal of education from a multicultural perspective and a time dimension. The text is written for juveniles, and includes many color photographs. Chapters include: (1) "What is Education?"; (2) "The Americas"; (3) "Africa"; (4) "Europe and the Middle East"; (5) "Asia"; and (6) "Australia and the South Pacific." The volume concludes with a glossary and a 10-item list of further reading suggestions. (EH)

ED 417 103　　　　SO 028 372

Sita, Lisa
World of Belief: Religion and Spirituality. First Edition. Our Human Family Series.
PUB DATE- 96
NOTE- 83p.; For related items in this series, see SO 028 371-374.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; Childrens Literature; *Cross Cultural Studies; Cultural Context; Elementary Education; Foreign Countries; *Multicultural Education; Nonformal Education; *Religion Studies; *Social Studies; *Sociocultural Patterns

This book examines the cultural universal of religion and

ERIC Digest provides an annotated list of 15 World Wide Web sites for global educators. The descriptive list features the American Forum for Global Education, CU-SeeMe Schools, Children's International Summer Villages (CISV International), Choices for the 21st Century Education Project, Council of Chief State School Officers (CCSSO) Position and Recommendations for Action on Global Education, Foreign Policy Association, Global Educator's Guide to the Internet, Global SchoolNet Foundation, I*EARN (International Education and Resource Network), Intercultural E-Mail Classroom Connections (IECC), Kidlink, National Council for the Social Studies (NCSS) Position on Global Education, Spice (Stanford Program on International and Cross-Cultural Education), United Nations CyberSchoolBus, and World Wise Schools (WWS). (JH)

ED 417 125　　　SO 029 305

Separated by Sex: A Critical Look at Single-Sex Education for Girls.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Coeducation; Educational Assessment; Educational Change; *Educational Environment; *Educational Quality; Educational Research; Educational Strategies; *Educational Trends; Elementary Secondary Education; Females; Homogeneous Grouping; Literature Reviews; Males; Private Schools; *School Effectiveness; Sex Differences; Sexual Harassment; *Single Sex Schools; Student Needs

This report summarizes the discussion and conclusions of an educational roundtable examining the collected research on K-12 single-sex education produced over more than two decades. The one day roundtable generated many points of disagreement and several profound unanswered questions. Nonetheless, there was consensus on a series of statements. These included: (1) there is no evidence that single-sex education in general "works" or is "better" than coeducation; (2) no matter whether in a coed or a single-sex setting, educators and policymakers need to work further to identify the components of a "good education"; (3) single-sex educational programs produce positive results for some students in some settings; (4) the long-term impact of single-sex education on girls or boys is unknown; (5) no learning environment, single-sex or coed, provides a sure escape from sexism; and (6) single-sex education covers so broad a gamut as to defy most generalizations. The volume also presents a literature review by Pamela Haag and four roundtable papers: "Is Single-Sex Secondary Schooling a Solution to the Problem of Gender Inequality" (Valerie E. Lee); "The Future of Single-Sex Schools" (Cornelius Riordan); "What's Sex Got to Do with It? Simplistic Questions, Complex Answers" (Patricia A. Campbell; Ellen Wahl); and "The Contexts of Single-Sex Classes" (Diane S. Pollard). Each paper contains references. Appendixes include materials prepared for and distributed at the AAUW Educational Foundation's Single Sex Roundtable in November 1997.

ED 417 126　　　SO 029 311

Hawkins, Evelyn; Stancavage, Fran; Mitchell, Julia; Goodman, Madeline; Lazer, Stephen
Learning about Our World and Our Past: Using the Tools and Resources of Geography and U.S. History. A Report of the 1994

Education; Higher Education; Lesson Plans; Preservice Teacher Education; Teachers; Teaching Methods; *Thematic Approach; *Thinking Skills

IDENTIFIERS- *Multiple Intelligences; *Process Approach (Writing)

This paper presents information on using a process approach to teaching thematic instruction in preservice teacher education. Section 1 offers a junior block thematic mini-unit designed to give students intensive practice in a specific content area by designing a thematic topic in the content area and by developing lessons on three or four related sub-topics. Each lesson is expected to integrate multiple intelligence activities and develop higher-level thinking skills. Section 2 offers the Salem State College Department of Education (Massachusetts) Junior Block Thematic Mini-unit format. Section 3 presents lesson plan criteria. Section 4 describes types of objectives (knowledge, skills, and attitudes), discusses writing objectives, and provides examples of objectives. Section 5 presents a history/social science curriculum framework. Section 6 presents the arts curriculum framework. Section 7 discusses Bloom's levels of thinking. Section 8 offers a right/left brain journal activity. Section 9 discusses what an intelligence is, explaining multiple intelligences. Section 10 offers the Riverdance observation sheet, which uses rhythm, body movement, music, and visuals. Section 11 includes a bio-poem activity in which students write about themselves or any other person. Section 12 offers unit planning materials, including a sample title page, table of contents, rationale, curriculum chart, curriculum web, objectives, lesson plan, assessment, and resources. (SM)

ED 417 143 SP 037 787

Luft, Julie

Learning To Teach in a Diverse Setting: A Case Study of a Multicultural Science Education Enthusiast.

PUB DATE- 97

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March 21-24, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cross Cultural Training; *Cultural Awareness; Cultural Relevance; *Diversity (Student); Elementary School Science; Elementary School Teachers; Equal Education; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; Preservice Teacher Education; Relevance (Education); *Science Education; Secondary School Science; Secondary School Teachers; Student Teaching; Teaching Experience; Urban Schools

IDENTIFIERS- Marginal Students; Preservice Teachers

This study presents the case of a preservice science student teacher who wanted to make the science classroom an equitable place of learning. The paper focuses on her cross-cultural student teaching experience in an urban middle school. Data were gathered from in-depth interviews conducted throughout her student teaching experience, a journal in which she recorded her daily experiences and reflections, and classroom observations. According to the results, the teacher experienced an unfamiliarity with her students and their life experiences. She experienced a marginalization of her students in science, both by themselves and by her colleagues. She also experienced

Washington, DC.
PUB DATE- 96
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Labor Turnover; *Public School Teachers; Public Schools; Secondary School Teachers; *Special Education Teachers; Teacher Characteristics; *Teacher Transfer; Teaching Conditions

This paper presents 1989 National Center for Education Statistics data on public school special education and general education teacher retention, transfer, and attrition. The study examined teachers in 1987-1988 who, in the next year, either remained as teachers in the same school, transferred to a different public school, or left public school teaching. Data came from national probability samples of the 1987-1988 Schools and Staffing Survey and its longitudinal component, the Teacher Followup Survey of 1988-1989. Results indicated only a modest potential to reduce the attrition of special education teachers in efforts to improve retention of teachers at the school level. However, the study found that teacher retention could be improved by reduction in the rate of transfer of teachers to other schools. No single predictor variable alone showed the potential to improve teacher retention dramatically, but in combination, they showed significant potential. A combination of teacher characteristic variables relevant to hiring decisions and a combination of school variables relevant to employment conditions were found to improve teacher retention. The two appendixes present (1) a technical supplement with data sources, teacher definitions, and analysis procedures and (2) a table of results. (Contains 14 references.) (SM)

ED 417 160 SP 037 806

Ramanathan, Hema; Benedetti, Teresa; Thorson, Annette
Cooperating Teachers: To Grade or Not To Grade. A One-Act Play.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Cooperating Teachers; Drama; Elementary Secondary Education; Field Experience Programs; *Grading; Higher Education; Preservice Teacher Education; Role Playing; *Student Teacher Evaluation; Student Teacher Supervisors; *Student Teachers; Teacher Attitudes

This play, which addresses cooperating teachers' feelings about grading student teachers, was inspired by a doctoral student who was gathering data for her dissertation. She interviewed eight cooperating teachers, eight university supervisors, and seven directors of field experiences in elementary education from a midwestern state. The interviews focused on: (1) skills they considered necessary for cooperating teachers and university supervisors in their roles as evaluators in early field experience, (2) training available to them, (3) an ideal training course/seminar/program, and (4) personnel and infrastructure of facilities and time required for program success. The resulting play begins with a veteran cooperating teacher discussing how uncomfortable she is with evaluating the work of her student teacher. A new cooperating teacher joins her and suggests alternative forms of evaluation. They discuss types of evaluation. They are joined by a teacher in the school miscellaneous thoughts. Overall, teachers had a positive view of team teaching, with some drawbacks noted. Positive aspects included more effective instruction and personal and professional support. Drawbacks included loss of benefits associated with having one class all day, loss of spontaneity, decentralization of decision making, and having to compromise. Elements of successful teams included supportive school policy, good school-building design, and desirable personality traits and behavior (e.g., honesty, the ability to communicate, flexibility, and confidence). Elements of unsuccessful teams included undesirable personality traits such as egotism, cynicism, and non- cooperation. Benefits to students included more effective teaching due to collaboration and having more than one teacher knowing each student. The 10 appendixes contain transcribed interviews. (Contains 15 references.) (SM)

ED 417 178 SP 037 825

Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle; Mihalevich, Carol; Jones, Larry
Teacher Education Follow-up Study, 1996. As Compiled by the Teacher Education Assessment Committee (TEAC).
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Career Choice; Elementary Secondary Education; Followup Studies; Higher Education; Job Satisfaction; *Outcomes of Education; Preservice Teacher Education; Principals; Teacher Attitudes; *Teacher Education Programs; Teaching (Occupation)
IDENTIFIERS- Central Missouri State University

This report represents the seventh Follow-up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teachers, program graduates, and principals of educators prepared at Central. Results reveal that 61 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Central teacher education graduates were employed in 192 of the state's 520 districts. Student teachers in the 1995-1996 school year were predominantly white females. The average salary for Central graduates was $22,167. Most of the participating teachers taught full-time in the classroom, and most planned on teaching 5 years or more from now. The top three areas of dissatisfaction in their current positions were level of support from parents and community, salary/fringe benefits of teaching, and opportunities for advancement. Student teachers considered their weakest academic area to be non-Western philosophies and cultures. Fifty-five percent of the principals hiring Central graduates felt that the teachers were strongly prepared for their current positions. Survey instruments are appended. (Author/SM)

ED 417 179 SP 037 826

Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle
Teacher Education Follow-up Study, 1997. As Compiled by the Teacher Education Assessment Committee (TEAC).

NSOPF consisted of an institutional component and a faculty component. The earlier study surveyed only faculty with instructional responsibilities, but the later study included all individuals with faculty status. The Institution Questionnaire showed a five percentage point increase in the estimate of part-time instructional faculty between the fall of 1987 and the fall of 1992, but the Faculty Questionnaire did not show this change. Some other discrepancies between the institutional and faculty surveys were noted, and this study was conducted to understand how data about faculty members is kept at institutions and how to improve the NSOPF instruments to gain more accurate and consistent information. Site visits were conducted at five institutions and a telephone interview was held with another. Four focus groups, involving 26 people, were held at educational association meetings with representatives of colleges and universities. Specific suggestions were gathered for improvement in the following areas: (1) the Faculty List collection process; (2) definitions and categories; (3) data requested on the Faculty List Collection Form; (4) improvement of the Faculty List Documentation Form; (5) instructions for preparing machine-readable lists of faculty; and (6) institutional data systems. Six appendixes provide examples of materials used in the study, summaries of site visits and focus groups, and suggested revised NSOPF instructions and forms. (Contains four references.) (SLD)

ED 417 196 TM 028 137

Hunt, Ray C., Jr.; Budak, Susan E.
Pilot Test of IPEDS Finance Survey. Working Paper Series.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Definitions; *Educational Finance; Expenditures; Income; Institutional Characteristics; *National Surveys; Pilot Projects; *Postsecondary Education; *Private Schools; Questionnaires; *Research Methodology
IDENTIFIERS- *Integrated Postsecondary Education Data System

The Private Institution Pretest Finance Survey (Pretest Survey) of the Integrated Postsecondary Education Data System (IPEDS) was sent to a sample of 1,000 private colleges and universities for the fiscal year 1996. As of May 1997, the Bureau of the Census, administering the survey, had received and completed edit checks for about 50% of the institutions. This pilot test study provides a comprehensive review of 36 of the institutional responses to the Pretest Survey. The pilot test analysis consists of a detailed comparison of the data for each of the Pretest Survey participants with the institutional general purpose financial statement information. In addition, a line-by-line comparison of the Pretest revenue and expense data with the revenues, expenditures, and transfers reported in the IPEDS Finance Survey for 1996. These analyses were conducted to determine the extent to which data requirements of the Pretest Survey coincide with information in the general purpose finance statements, the extent to which the data provide information necessary to approximate expenditure and revenue data in the IPEDS Finance Survey, and the extent to which Pretest Survey requirements presented a significant reporting burden and how to reduce this burden. From the two comparisons and questionnaire results, preliminary recommendations for changes toward the state standards will also be reported. In the first administration, in 1997, 35% of the regular students in grade 4 were achieving at or above the "Proficient" range, 26% were within the "Proficient" range, and 37% were at "Nearing Proficient." The typical 4th grader scored at the 56th percentile on the norm-referenced part of the test, while the typical 8th grader scored at the 58th percentile, and the typical 10th grader scored at the 65th percentile. Achievement level descriptions are provided for each grade and subject tested. (Contains four graphs and four tables.) (SLD)

ED 417 214 TM 028 155

Missouri Mastery and Achievement Tests. Summary Report, 1997.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Educational Trends; Elementary Secondary Education; Skills; State Programs; *Test Results; *Testing Programs; Trend Analysis
IDENTIFIERS- *Missouri Mastery and Achievement Tests

The Missouri Mastery and Achievement Tests (MMAT) were developed as a result of the state's Excellence in Education Act of 1985, which called for assessments of core competencies and key skills in reading/language arts/English, mathematics, science, and social studies/civics. The revised MMAT, like the original test, includes four multiple-choice items to measure each key skill. The MMAT for grades 3, 6, 8, and 10 includes subtests for each of the 4 domains, for a total of about 300 questions per grade level. This report presents data for the 1997 administration. Results indicate that student achievement has leveled off in recent years, with little improvement shown since the implementation of the revised tests in 1991 and 1992. There was, however, an upward trend for scaled score averages, with the exception of 10th-grade social studies. The 1996 MMAT results are somewhat encouraging even though most data show relatively stable student scores. A table presents key skill mastery data for all grades and subjects. (Contains four figures.) (SLD)

ED 417 215 TM 028 158

Woldbeck, Tanya
Basic Concepts in Modern Methods of Test Equating.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Psychological Association (New Orleans, LA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Data Collection; Difficulty Level; *Equated Scores; *Item Response Theory; Test Construction; *Test Format
IDENTIFIERS- Equipercentile Equating; Item Discrimination (Tests); *Linear Equating Method; Vertical Equating

This paper summarizes some of the basic concepts in test equating. Various types of equating methods, as well as data collection designs, are outlined, with attempts to provide discipline procedures from Princeton University (New Jersey), California State University, University of Iowa, City University of New York, University of Wisconsin, Colgate University (New York), and the University of New Mexico. Part 2 presents academic codes and policies from the University of Wisconsin, Colgate University (New York), Florida State University, and Rutgers--The State University of New Jersey. Part 3 contains summaries of legal decisions in seven cases from the period 1994-97. Issues include disclosure of student disciplinary records, procedural due process, failure to afford a pre-termination hearing, breach of contractual duty to inform, discrimination in dismissal, and procedural elements in disciplinary dismissal. Part 4 presents selected law review and legal periodicals articles; issues include due process rights in student disciplinary matters, students' rights to counsel, judicial responses to adverse academic decisions, academic honor codes, campus due process and student disciplinary rules, protecting student disciplinary codes from due process challenges, employee and student handbooks, university liability, supervising students (in loco parentis), consensual sexual relations between faculty and students, colleges and student athletes, and case studies of campus ethics. Section 5 offers selected NACUA conference outlines. A list of nine additional sources is included. (BF)

ED 416 782   HE 031 028

Cole, Elsa Kircher; Hustoles, Thomas P.
How To Conduct a Sexual Harassment Investigation.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; College Environment; College Faculty; College Students; Compliance (Legal); Employees; *Guidelines; Higher Education; *Investigations; Legal Problems; Legal Responsibility; *Sexual Harassment; Staff Orientation

This pamphlet abstracts from the National Association of College and University Attorneys' "Sexual Harassment on Campus: A Legal Compendium," Third Edition, suggestions for administrators and others on conducting an appropriate and timely sexual harassment investigation. Specific topics covered are: (1) "Conducting an Appropriate and Timely Investigation of a Complaint of Sexual Harassment Is Important Because"; (2) "Biggest Mistakes in Investigating"; (3) "Choosing an Investigator"; (4) "Creating a Strategy for Action"; (5) "The Complaint Intake"; (6) "The Anonymous Complainant"; (7) "Timeliness of the Complaint"; (8) "Setting Up the File"; (9) "Interview of the Complainant"; (10) "After the Interview with the Complainant"; (11) "Meeting with the Alleged Harasser"; (12) "Other Witnesses"; (13) "Other Procedural Matters"; (14) "Weighing the Evidence"; (15) "The Administration's or Management's Role During the Investigation"; (16) "Concluding the Investigation"; and (17) "Post-Investigation." (BF)

ED 416 783   HE 031 029

Lee, Barbara A.; Ruger, Peter H.
Accommodating Faculty and Staff with Psychiatric Disabilities.
PUB DATE- 97

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Pluralism; Curriculum; *Curriculum Development; Early Childhood Education; Educational Change; *Educational Philosophy; Educational Trends; Elementary Secondary Education; Feminism; Higher Education; Homosexuality; *Multicultural Education; Political Influences; Racial Factors
IDENTIFIERS- Theology

This collection of essays draws upon research in political, feminist, theological, literary, and racial theory to examine research methodologies relating to curriculum studies. The essays are: (1) "Storying the Self: Life Politics and the Study of the Teacher's Life and Work" (Ivor F. Goodson); (2) "Curriculum, Transcendence, and Zen/Taoism: Critical Ontology of the Self" (Wen-Song Hwu); (3) "On Using the Literacy Portfolio To Prepare Teachers for 'Willful World Traveling'" (Paula M. Salvio; (4) "Unskinning Curriculum" (Dennis J. Sumara and Brent Davis); (5) "Reflections and Diffractions: Functions of Fiction in Curriculum Inquiry" (Noel Gough); (6) "Pinar's Currere and Identity in Hyperreality: Grounding the Post-Formal Notion of Intrapersonal Intelligence" (Joe L. Kincheloe); (7) "Psychoanalytic Feminism and the Powerful Teacher" (Wendy Atwell-Vasey); (8) "Early Childhood Education: A Call for the Construction of Revolutionary Images" (Gaile S. Cannella); (9) "Beyond Eurocentrism in Science Education: Promises and Problematics from a Feminist Poststructuralist Perspective" (Annette Gough); (10) "Is There a Queer Pedagogy? Or, Stop Reading Straight" (Deborah P. Britzman); (11) "Don't Ask: Don't Tell: 'Sniffing Out Queers' in Education" (Suzanne de Castell and Mary Bryson); (12) "The Uses of Culture: Canon Formation, Postcolonial Literature, and the Multicultural Project" (Cameron McCarthy); (13) "Engendering Curriculum History" (Petra Munro); (14) "Curriculum and Concepts of Control" (William E. Doll, Jr.); (15) "Curriculum as Affichiste: Popular Culture and Identity" (Alan A. Block); (16) "Models of Excellence: Independent African-Centered Schools" (Shariba Rivers and Kofi Lomotey); and (17) "Revolution and Reality: An Interview with Peter McLaren (Carmel Borg, Peter Mayo, and Ronald Sultana). (Individual chapters contain references.) (DB)

ED 416 803 HE 031 067

Fares, Ali
Strategies for Helping Students Transfer Credits. DETC Occasional Paper 15.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; *Academic Records; *College Credits; College Transfer Students; Educational Mobility; Higher Education; *Transfer Policy

This booklet is a guide to the process of transferring college credits from one institution of higher education to another. First, it identifies the factors that affect college transfer, including college and/or state policies on transfer of credits, college residency requirements, comparability of courses, grade received in a course, and accreditation and educational quality of the institution or course. Transfer counselors are advised to be sure that their students follow correct transfer procedures, know the requirements, review the official classroom workshops and experience in real-world settings. Community decision-makers from organizations and towns surrounding the college play an active role in curriculum development and teaching, and students and faculty work side-by-side with these professionals on particular projects. A permanent director was hired for the GIS lab, and the college established a dedicated facility, the Center for Applied Human Ecology (CAHE), which serves as resource center for both the college and the community to conduct research workshops and joint planning projects. Other outcomes of the project include: an institution-wide commitment to the application of computers, from systems dynamics modeling to on-line services via the Internet; the addition of two new faculty members; and a rapidly growing interest in COA's approaches to planning from a variety of international directions, with resulting opportunities to build international partnerships with other institutions facing similar problems in Latin America, the Caribbean, and Asia. News articles on the project are appended. (SWC)

ED 416 821 IR 018 716

Herr, Richard B.
Computer Assisted Communication within the Classroom: Interactive Lecturing.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Astronomy; *Classroom Communication; *Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; Higher Education; *Interaction; Microcomputers; Student Characteristics; *Teacher Student Relationship
IDENTIFIERS- Fund for Improvement of Postsecondary Education; University of Delaware

At the University of Delaware student-teacher communication within the classroom was enhanced through the implementation of a versatile, yet cost efficient, application of computer technology. A single microcomputer at a teacher's station controls a network of student keypad/display stations to provide individual channels of continuous communication from each student to the teacher. The innovation has capabilities far exceeding earlier A-to-E choice-tallying devices. This paper evaluates the technology at the postsecondary level, in the context of an introductory astronomy course. Uses for the technology include the assessment, during lectures, of diverse student attributes such as background, attitudes, misconceptions, specific preparation, and understanding of what has been presented. The most successful use was interactive lectures guiding students through multi-step numerical problems. The technology allows for more individual communication between the teacher and each student, showing the students what the teacher is expecting them to get from the lecture, and showing the teacher if the students are getting it. Appendices include a photograph of the keypads and tables of student evaluation results. (SWC)

ED 416 822 IR 018 717

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (St. Louis, MO, February 18-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Educational Philosophy; Educational Technology; Educational Theories; *Instructional Development; *Models; Role; *Theory Practice Relationship

This paper considers the role philosophy plays in model construction, focusing on the re-visioning of the classroom, an emerging philosophy influencing the perception of instructional development (ID) models. The constructs of paradigm, model, theory, philosophy, and phenomenology are presented as a way of reflecting on the philosophical origins of a model. An overview is provided of the history of ID and the underlying elements of analysis, design, production, evaluation, and revision. A taxonomy for classifying ID models is then suggested. This taxonomy is a matrix relating the three classes of models (classroom, product, and system) to the following selected characteristics: (1) typical output; (2) resources committed to development; (3) team or individual effort; (4) ID skill/experience; (5) emphasis on development or selection; (6) amount of front-end analysis/needs assessment; (7) technological complexity of delivery media; (8) amount of tryout and revision; and (9) amount of distribution/dissemination. The conclusion discusses current visions of ID theory and practice and affirms the relevance of the ID process and existing models. (Contains 19 references.) (MES)

ED 416 838 IR 018 735

Chou, Chien; Chou, Jung; Tyan, Nay-Ching Nancy
An Exploratory Study of Internet Addiction, Usage and Communication Pleasure.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Association for Educational Communications and Technology Annual Meeting (St. Louis, MO, February 18-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Correlation; Criteria; Foreign Countries; Higher Education; *Internet; Research Needs; Surveys; Use Studies
IDENTIFIERS- *Addictive Behavior; *Pleasure; Taiwan

This study examined the correlation between Internet addiction, usage, and communication pleasure. Research questions were: (1) What is computer network addiction? (2) How can one measure the degree of computer network addiction? (3) What is the correlation between the degree of users' network addiction and their network usage? (4) What is the correlation between the degree of users' network addiction and their self-reported communication pleasure? and (5) What research questions are recommended for future studies on computer network addiction? A survey was distributed on the National Chiao Tung University (Taiwan) Internet bulletin board systems (BBS). The survey contained three parts: the Internet-Related Addictive Behavior Checklist (IRABC), the Pleasure Experience of Internet Usage (PEIU) questionnaire, and a demographic and network usage data

NOTE- 7p.; Modified version of a paper presented at the Annual Meeting of the International Visual Literary Association-IVLA (29th, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; Cognitive Ability; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; Constructivism (Learning); *Cooperative Learning; Educational Resources; *Electronic Classrooms; Electronic Mail; Elementary Education; Interactive Video; *Internet; Learning Activities; Multimedia Instruction; Online Searching; Online Vendors; Problem Solving; Telecommunications; Video Equipment; *Visual Literacy
IDENTIFIERS- Desktop Video; Digital Imagery; Digital Technology; Netscape; Video Production

This article reports on two academic courses related to visual literacy: Videology and the Internet. The two projects are examples of how young learners can be educated and prepared for a visual world via courses in visual literacy. The article provides an overview of the impact of television on American society, describes each project, discusses the course goals, the equipment used, and the instructional philosophy and methodology. The Videology course focused on the creation of video projects utilizing state of the art digital editing technology. The course introduced students to the theory and practice of desktop video production using camcorders, desktop computers, and software. The main goal of the Videology class was to teach students communication skills through the use of video. Instructional objectives included "learning to read, write, and communicate using correct video terminology"; "planning and producing short video programs that communicate effectively"; and "communicating messages and information to others using the language of visuals and sound while working cooperatively in teams." Objectives for the Internet course included: "creating a word document"; "sending and reading e-mail"; "scanning a picture"; "searching the net"; and "creating a webpage." For both courses, the instructional methodology encompassed a combination of techniques from repetitive tasks that needed to be memorized to intuitive methods of trial and error. The Internet course also involved several additional approaches which included "Behaviorists' methods" and "Constructivist's methods." This paper includes several graphs and pictures of the video projects created by students. (JAK)

ED 416 856 IR 018 758

Leh, Amy S. C.
A Computer Literacy Course at Colleges of Education: What and How.
PUB DATE- 98
NOTE- 10p.; Modified version of a paper presented at the International Conference for the Society for Information Technology & Teaching Education--SITE98 (Washington, DC, March 10-14, 1998) and is published in the conference proceedings.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; *Course Content; *Course Organization; *Educational Technology; Higher Education; Skill Development; *Teacher Education; Teaching Methods; Universities

A report recently released by the National Council for

Shader, Holly

Irvington Public Library. Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 94

NOTE- 50p.; Pages 28-48 are primarily poor quality photocopies of pages from newspapers, magazines, flyers, letters, etc.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Family Literacy; Federal Programs; Grants; Intergenerational Programs; Learning Disabilities; *Library Collection Development; Library Role; *Literacy Education; Public Libraries; Publicity; Tutoring; User Needs (Information); Volunteer Training; Volunteers

IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Irvington Public Library (Irvington, New Jersey) conducted a project that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, and intergenerational/family programs. The project served a community of 25,000-50,000 people, and targeted the learned disabled and intergenerational/families. Tutoring was done one-on-one and in classrooms, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served more than 136 adult learners and provided 2-5 hours of direct tutoring per week. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes a sample of student interviews and interview guide; promotional materials; college acceptance letter of a former GED student; tutor materials, tutor follow-up questionnaire; news articles about the program; outline of the family literacy program; and student and tutor/instructor of the year awards. (SWC)

ED 416 874 IR 056 899

Suggs, Pamela

Claiborne Parish Library. Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 93

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Correctional Education; Expenditures; Federal Programs; Grants; Individualized Education Programs; Job Skills; Library Role; *Library Services; *Literacy Education; Partnerships in Education; Prisoners; Public Libraries; Resource Materials;

grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: final fourth quarter expense report, narrative summary of job counseling for period October 1992-September 1993, and program advertisements. (SWC)

ED 416 891 IR 056 916

Harris, Ann D.
Mid-York Library System, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 10p.; Samples of radio and television commercials and print advertisements are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Federal Programs; Grants; Library Role; *Literacy Education; Public Libraries; *Publicity; Rural Areas; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Mid-York Library System (Utica, New York) conducted a project that involved recruitment and public awareness. The project served a community of over 200,000 people, and targeted potential tutors and learners. The goal of the project was to produce and develop a sustained publicity project to promote the services of Literacy Volunteers of Mid-York. The emphasis was on television and radio commercials, but also included print advertisements that coordinated with the other publicity. The report discusses the creation of the promotional materials, and their impact on the literacy program. (SWC)

ED 416 892 IR 056 920

Hansen, Janet
Broward County Library Read Campaign, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Colleges; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Tutoring; Tutors; Volunteer Training; Volunteers; Workshops
IDENTIFIERS- Florida (Broward County); Library Services and Construction Act; Tutor Training

This final performance report for the Broward County Library Read Campaign literacy project begins with a section that provides

*Welfare Services
IDENTIFIERS- *Milwaukee Area Technical College WI

Milwaukee Area Technical College's (MATC) Project Get Started assesses mothers on welfare, analyzes their child care needs, makes recommendations, and engages 75% of the women in an appropriate job activity for at least 10 hours per week. Mothers attend an orientation that furnishes information on the project and on "W-2," the state's new welfare initiative that requires mothers with children over 12 weeks of age to work. The project provides assistance in filling out forms, and evaluates participant literacy. Of the 1,551 mothers assessed by MATC, staff determined that 28% of them were ready to enter employment with no help, 36% were ready to enter employment with minimal help, 29% faced barriers but were employable, and 7% had severe barriers to employment. The women cited job retention as a major concern, and many of them lacked the basic reading and math skills expected in the labor market. Project recommendations include providing short-term training modules and collaborating with employers and educators to provide training, mentor programs, workshops, skills-building classes, counseling, and service referrals. Appendices include client forms and program descriptions. (YKH)

ED 416 911 JC 980 111

Allison, Robert D.
Faculty Obligations and Compensation: The Necessity of a New Approach. Revised.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Planning; Community Colleges; *Compensation (Remuneration); Computer Managed Instruction; Educational Administration; Educational Change; *Faculty College Relationship; *Faculty Development; *Faculty Workload; Job Analysis; Outcomes of Education; *Teacher Role; Technology Education; Two Year Colleges

As faculty continue to incorporate new technology into their teaching strategies, a new approach becomes necessary for determining instructor responsibilities and compensation. New faculty roles and obligations must amend traditional teaching duties, and the basis upon which teachers are compensated should change as well. Agreements, clarifying updated job descriptions, must be created by both faculty and administration in a collaborative effort. The number of units of instruction should be determined by an assignment index based on learning outcomes rather than a particular number of hours spent by a faculty member in the classroom. In addition, greater workload credit might be warranted for particularly difficult or new subject matter and/or technology, or if the faculty member is responsible for physical resources. Course management and type of instruction should be critical factors in determining faculty assignment, as should the number of students and remote sites, since more students and sites mean additional responsibility for the instructor. Contains tables of an example system utilizing the above criteria. (YKH)

ED 416 912 JC 980 112

Santa Rita, Emilio D., Jr.
Counselor-Mediated Contracts in Self-Management for Students in

Illinois Articulation Initiative in Nursing Education.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Bachelors Degrees; Core Curriculum; *Curriculum Development; Educational Certificates; Educational History; Educational Policy; Health Occupations; *Minimum Competencies; Models; Nursing; *Nursing Education; Postsecondary Education; *State Programs; *Transfer Policy
IDENTIFIERS- *Illinois Articulation Initiative

As part of the statewide Illinois Articulation Initiative, a panel was formed in October 1993 to develop a model articulated nursing curriculum and minimum nursing competencies. This report presents the findings, conclusions, and recommendations of the panel. Following a brief introduction, the history of articulation efforts and policies in Illinois is reviewed and background information is provided on nursing articulation efforts and policies, the state articulation initiative and school-to-work transition system, and the goals and role of the nursing panel. Findings from a literature review undertaken by the panel are then presented regarding nursing articulation models and trends in health care, nursing, and nursing education. Fourteen assumptions related to the articulation process are provided. The following three model curriculum paths developed by the panel are then set forth: (1) from nursing assistant to associate-level pre-nursing coursework to a baccalaureate degree; (2) from nursing assistant to licensed practical nurse to an associate degree; and (3) from a high school-level nursing assistant certificate program to an associate degree to a bachelor's degree. Nursing competencies developed by the panel are presented for five nursing functions: provide care, manage health-related situations, teach, conduct research, and participate as a member of the discipline. For each function, conceptual, technical, contextual, interpersonal communication, integrative, and adaptive competencies are presented. Finally, the report outlines recommendations for implementing the model. Contains 29 references and a glossary. (BCY)

ED 416 930 JC 980 132

Illinois Articulation Initiative: Policy and Procedures Manual.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; *Articulation (Education); Bachelors Degrees; Board of Education Policy; Community Colleges; Conflict Resolution; Curriculum Development; Educational Planning; *Educational Policy; General Education; Higher Education; Partnerships in Education; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Illinois Articulation Initiative

This Policy and Procedures Manual was prepared by the Illinois Articulation Initiative (IAI) Technical Task Force to assist

ED 416 949 PS 025 333

Avond, Steve Vanden
Children's Collection and Use of Predecisional Information for Social and Nonsocial Decisions.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Processes; *Decision Making; Decision Making Skills; Developmental Stages; Elementary Education; *Elementary School Students; Information Utilization; *Search Strategies
IDENTIFIERS- Strategy Choice

To better understand the development of noncompensatory strategy use for decisions involving social and nonsocial objects, a decision board technique was used to trace the information acquisition process of 88 second-, fifth-, and eighth-graders. Findings indicated that second-graders searched the decision board (a matrix with 24 squares of hidden information) much less efficiently than older children. Eighth-graders searched in a pattern much like that of adults. Developmental differences were also noted in that eighth-graders searched more systematically, selectively, and strategically than fifth- or second-graders. However, results indicated that even young children had the ability and propensity to alter their decision strategies based on characteristics of the decision task. Results suggest that presenting information about decision objects in a form in which they are most commonly encountered affects children's ability to focus on relevant information, a skill often involved in the use of adult decision strategies. (KB)

ED 416 950 PS 025 553

Wakai, Kunio, Ed.; Chen, Shing-Jen, Ed.; Furutsuka, Takashi, Ed.; Shirotani, Yukari, Ed.
Research and Clinical Center for Child Development Annual Report, 1995-1996, No. 19.
PUB DATE- 97
NOTE- 90p.; For 1994-1995, see ED 400 925.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Caregiver Child Relationship; *Child Development; *Child Rearing; *Children; Coping; Foreign Countries; Individual Differences; Infant Behavior; Infant Care; Infants; Japanese Culture; Mothers; Parent Child Relationship; Peer Relationship; Pregnancy; Psychometrics; Self Control; Stress Variables
IDENTIFIERS- Japan

This annual report discusses several topics related to the work of the Research and Clinical Center for Child Development at Hokkaido University in Japan. The articles are: (1) "Heart to Heart (Inter "Jo") Resonance: Taking Japanese Concept of Intersubjectivity Out of Everyday Life" (Shigeru Nakano); (2) "Intersubjectivity and Infant-Interaction: Imitation as a Way of Making Contact" (Geraldo A. Fiamenghi, Jr.); (3) "Ultradian Rhythm and Its Individual Differences in Self-Demand Bottle Feeding: Suggestions for Feeding Schedule in Group Infant Care" is presented. The chapter concludes with a list of suggestions, including the following: (1) effective nutrition education programs need to be widely disseminated; (2) the focus of nutrition education needs to broaden; and (3) role models for healthy eating behavior in the social environment should be addressed. (Contains 97 references.) (SD)

ED 416 967 PS 026 200

Tuchfarber, Barbara S.; Zins, Joseph E.; Jason, Leonard A.
Prevention and Control of Injuries.
PUB DATE- 97
NOTE- 29p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accident Prevention; Accidents; Adolescents; At Risk Persons; *Child Health; Child Neglect; Child Welfare; Children; Health Promotion; High Risk Students; *Injuries; *Prevention; *Program Development; Risk Management; Safety; School Role
IDENTIFIERS- *Child Mortality; *Healthy Children 2010; Healthy People 2000; Preventive Education

Childhood injury continues to be a major public health crisis in the United States, with a large percentage of injuries being preventable and controllable. This chapter provides information related to understanding child and youth injury. Studies have shown that injuries affect identifiable high-risk groups. Such host factors that put children at higher risk include: (1) gender differences, with males at a higher risk than females; (2) lower socioeconomic status; and (3) race. Agent and environmental factors are also explored. Developmental differences are outlined that influence the incidence of injury and its prevention. These studies find the leading causes of death for the following age groups are as follows: (1) younger than 1 year--homicide; (2) 1 to 4 years--fire and burns; (3) 5 to 9 years--motor vehicle passenger injuries; and (4) 10 to 14 years--motor vehicle passenger injury. The chapter describes injury control orientations, including: (1) social competence; (2) social learning theory; and (3) health belief model. Prevention strategies are also described: (1) environmental and passive methods; (2) legislative methods; and (3) educational methods. Two examples of injury prevention classroom programs are provided: an integrated car safety program and the Safety Fair program. The article concludes with recommendations for injury prevention practice and policy development. (Contains 74 references.) (SD)

ED 416 968 PS 026 201

Hawkins, J. David
Academic Performance and School Success: Sources and Consequences.
PUB DATE- 97
NOTE- 29p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Ability; *Academic Achievement; Academic Failure; Adolescents; Child Behavior; *Child Health; Child Welfare; Children; Elementary Secondary Education; Emotional

and community, economic well-being, health, education, and safety and security. The 26 key indicators of child well-being are: (1) family composition; (2) teen birth rate; (3) children in out-of-home care; (4) parent's educational attainment; (5) family income; (6) employment; (7) support for children; (8) distressed areas; (9) low birthweight; (10) infant mortality; (11) infectious disease; (12) childhood mortality; (13) hospitalizations; (14) oral health; (15) substance abuse; (16) suicide; (17) fourth grade reading; (18) eighth grade math scores; (19) access to higher education; (20) school enrollment; (21) child abuse; (22) motor vehicle deaths; (23) unintentional deaths; (24) homicide and violence; (25) juvenile arrests; and (26) juveniles in custody. Results are presented as a state summary and track available data ranging from 1970 through 1993. Summary information, specific information, and a commentary are presented for each of the five general areas examined. The report shows improvement in infant mortality, prenatal care, insurance coverage, and child mortality rates. However, worsening rates are evident in income, unmarried births, tobacco use, fourth-grade reading rates, child abuse, children in out-of-home care, arrests for violent crimes, and incarcerations. (SD)

ED 416 985   PS 026 257

The State of Washington's Children. Fifth Annual Report.
SPONS. AGENCY- Washington Univ., Seattle. Inst. for Public Policy and Management.; Washington Univ., Seattle. School of Public Health and Community Medicine.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 35p.; For 1994 Annual Report, see PS 026 255 and for 1995 Annual Report, see PS 026 256.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Infant Mortality; Infants; Mortality Rate; One Parent Family; *Social Indicators; *State Surveys; Statistical Surveys; Substance Abuse; Trend Analysis; Unemployment; *Well Being
IDENTIFIERS- Firearms; *Indicators; Vaccination; *Washington

This Kids Count report examines statewide trends in the well-being of Washington's children. The statistical portrait is based on five general areas of children's well-being: family and community, economic well-being, health, education, and safety and security. The 17 key indicators of child well-being are: (1) births to unmarried mothers; (2) teen birth rate; (3) children not living with their fathers; (4) children living in out-of-home care; (5) child poverty; (6) unemployment; (7) low birthweight; (8) suicide; (9) HIV in childbearing women; (10) immunization; (11) public school enrollment; (12) student teacher ratio; (13) share students working; (14) child abuse referrals; (15) unintentional injury mortality; (16) firearm deaths; and (17) juvenile arrest rates. Results are presented as a state summary and track available data ranging from 1970 through 1994. Summary information, specific information, and a commentary are presented for each of the five general areas examined. The report shows improvement in infant mortality, unintentional injury fatalities, teen pregnancy and birth differentiated by the gender of the child or the type of child's misbehavior. The questionnaire is appended. (Contains 17 references.) (Author/EV)

ED 417 003 PS 026 299

Chang, I. Joyce
Contexts of Adolescent Worries: Impacts of Ethnicity, Gender, Family Structure and Socioeconomic Status.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anxiety; Comparative Analysis; *Ethnicity; *Family Structure; High School Students; High Schools; Minority Groups; *Sex Differences; *Socioeconomic Status; Whites
IDENTIFIERS- Adolescent Attitudes; *Worry

Understanding the contexts of adolescents' worries can provide valuable information to improve the adolescent's well-being. This study compared the worries of Caucasian adolescents and minority adolescents (Native American, African American, Hispanic American, and Asian American). Over 2,300 high school volunteers participated. Student worries were measured by means of a list of 29 issues, including personal, family, peer, and personal. Results indicated that minority status and gender have effects on adolescents' worries. Minority adolescents were more likely to worry than white adolescents, and female adolescents were more likely to worry than males. The most frequently reported worries were grades, graduating from high school, relationships with parents, and looks. (Author/EV)

ED 417 004 PS 026 302

Hahnlen, Nicole C.; Rosado, Mashawn S.; Capozzi, Kristin A.; Hamon, Raeann R.
Mothering in the Bahamas: A Student Ethnography.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Community Involvement; Cultural Influences; Ethnography; Extended Family; Foreign Countries; *Mother Attitudes; *Mothers; Parent Child Relationship; *Parent Role; Pregnancy
IDENTIFIERS- *Bahamas

Bahamian women often carry the bulk of responsibility for family well-being, particularly in the domain of parenting. This ethnographic study investigated the role of Bahamian mothers and their perceptions of parenting. Face-to-face qualitative interviews, comprised of a series of open-ended questions, were conducted with 18 mothers on the islands of Eleuthera, Harbour Island, and Spanish Wells, Bahamas. All interviews were audio taped and transcribed. Several issues emerged from the data regarding motherhood: the multiple role expectations placed on women, the involvement of the extended family and community in taught in language arts, math, social studies, and science for grades Kindergarten through 8; examines how to analyze a child's strengths and weaknesses to develop a better instructional program; discusses the textbook-driven, theme-driven, and interest-drive approaches to instruction; teaching several children simultaneously; and motivating children. Topics discussed in chapter 5, "Evaluation," include informal, diagnostic, and standardized tests; reading instruction, academic achievement of home schooled children, length of home schooling, transition to traditional school settings, common learning difficulties, and learning disabilities. Chapter 6, "Finding the Balance," discusses balancing the demands of home schooling with family life, avoiding burnout, and integrating values and beliefs in home schooling. Chapter 7, "Resources," contains reproducible forms and lists curriculum resources, government agencies, support groups, testing materials, commercial learning games, the 30-item annotated bibliography and a glossary. (KB)

ED 417 021 PS 026 329

Kesner, John E.
Conflict Management in Children's Play: The Role of Parent-Child Attachment.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attachment Behavior; Blacks; *Conflict Resolution; Hispanic Americans; One Parent Family; *Parent Child Relationship; *Play; Predictor Variables; *Preschool Children; Preschool Education; Relationship; Sex Differences; Socioeconomic Status; Whites
IDENTIFIERS- African Americans; *Security of Attachment

This study examined the relationship between the security of preschool children's attachment relationship to their parents and how they negotiated and managed hypothetical conflict with peers. Participating were 66 preschool-age children recruited from child care facilities and residing in a large urban area in the southeastern United States. The sample had an average age of 57 months, was predominantly African American, and represented a wide range of socioeconomic status (SES) groups; 45 percent of the sample came from single-parent homes. Children completed the Attachment Story Completion Task (ASCT) and a Conflict Story Completion Task (CSCT), both requiring the child to complete a story begun by the researcher. The ASCT responses were scored on a 4-point scale of security of attachment. The subjects' problem-solving strategy and resolution to the hypothetical conflict on the CSCT were scored for constructiveness. Results indicated that conflict strategy and resolutions were positively related to attachment security and negatively related to SES. Security of attachment was related to the child's age and gender. Results of multiple regression analyses indicated that attachment security and SES predicted conflict strategy. Significant predictors of conflict resolution included attachment security and single-parent family status. As predicted, attachment security was a unique predictor of the child's choice of conflict strategy and resolution to hypothetical conflict stories. (Contains 15 references.) (Author/KB)

Childhood Center Developmental Model for Public School Settings" (Guy P. Haskins and Samuel J. Alessi, Jr.); (8) "The Consequences of Employer Involvement in Child Care" (Renee Yablans Magid); (9) "Self-Reflection as an Element of Professionalism" (Barbara T. Bowman); (10) "Early Childhood in Public Education: Managing Change in a Change Field" (Frances O'Connell Rust); (11) "The New Advocacy in Early Childhood Education" (Sharon Lynn Kagan); and (12) "New Visions, New Voices: Future Directions in the Care and Education of Young Children" (Leslie R. Williams). (HTH)

ED 417 039   PS 026 391

Kreider, Holly
Families and Teachers as Partners. Early Childhood Digest.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; Early Childhood Education; *Family School Relationship; Parent Aspiration; *Parent Participation; *Parent Teacher Cooperation; Parents as Teachers; Teacher Expectations of Students; Teacher Role

Many parents do not know how to become involved in their children's education, and many teachers do not receive enough training in working with families. This quarterly early childhood digest discusses ways families and schools can work together to help young children learn and grow. The digest begins by describing how a teacher's home visit helped her learn about the talents of one student's father, which became a bridge to his involvement with the school. The digest then discusses what families can do to work better with schools, including meeting with the teacher or caregiver, clarifying expectations, sharing perceptions of the child's interests and challenges, and sharing their time and talents. The remainder of the digest discusses how teachers and families can work together, including parents letting teachers know about the family, parents being encouraged by school personnel to get involved, and school personnel learning how to respect and value different cultures. (HTH)

ED 417 040   PS 026 410

McGhee, Marilyn, Ed.
Child Care Bulletin, 1997.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 97
NOTE- 78p.; For 1996 issues, see ED 405 974.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- After School Programs; *Agency Cooperation; *Child Caregivers; *Community Involvement; *Consumer Education; *Day Care; Early Childhood Education; School Age Day Care; *State Programs
IDENTIFIERS- Day Care Quality; *White House Conference on Child Care

This document is comprised of six issues of the Child Care Bulletin, a bimonthly publication of the National Child Care

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Group Activities; *Group Behavior; *Group Dynamics; Group Unity; *Outdoor Education; Social Behavior
IDENTIFIERS- Facilitators; Outdoor Leadership

This paper focuses on group dynamics and introduces the use of initiative activities as a means of facilitating a more cohesive group experience in outdoor programs. Specific topics addressed and defined include: (1) curative factors of groups (universality, didactic learning, altruism, socialization, peer learning, group cohesiveness); (2) stages of group development (orientation, conflict, cohesion, performance); (3) types of group levels (group task level, group maintenance level, individual level); and (4) roles of group members (task roles, maintenance roles, and task and maintenance combined). Destructive roles of group members (aggression, blocking, dominating, out-of-field behavior, special interest, and horsing around) are also defined. Proper use of initiative activities such as icebreakers and communication exercises can facilitate increased communication, problem solving, teamwork, and trust. Initiative activities can accelerate or decelerate the group development process. Six initiative activities are described in the appendix: name game, identity cards, trait pictures, blindfolded triangle, blindfolded mute number line-up, and mute acid river crossing. Contains 12 references. (SAS)

ED 417 057 RC 021 414

Indian Employment, Training, and Related Services Demonstration Act. Hearing on Public Law 102-477, Indian Employment, Training and Related Services Demonstration Act of 1992 before the Committee on Indian Affairs. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Problems; Adult Education; *American Indian Education; *Employment Services; Federal Aid; Federal Legislation; Hearings; *Job Training; Program Administration; Secondary Education; Technical Assistance; Tribal Government; Tribally Controlled Education; *Tribes; *Vocational Education; Youth Programs
IDENTIFIERS- Bureau of Indian Affairs; Congress 105th; *Indian Employment Training Rel Svc Demon Act 1992; Program Consolidation; Welfare Reform

The Senate Committee on Indian Affairs held a hearing to assess the success of Public Law 102-477, the Indian Employment, Training, and Related Services Demonstration Act of 1992. Specifically, the hearing looked at how well the Act is working in terms of enhancing program efficiency, reducing unemployment in Native communities, and improving availability of employment and other services to Native people. The intent of Congress in enacting the Act was to allow tribal authorities to consolidate federal formula-funded programs into a single program, and to achieve efficiencies in that consolidation. The Act allows consolidation of 11 programs of the Department of Labor, Department of Health and Human Services, and Bureau of Indian Affairs (BIA), and will be extended to include welfare reform in July 1997. At the time of the hearing, participants included 18 grantees representing 177 federally recognized tribes.

DESCRIPTORS- Community Resources; Educational Facilities; Elementary Secondary Education; *Exhibits; Hands on Science; Instructional Materials; Learning Theories; Museums; *Science Education; Scientists; *Television
IDENTIFIERS- New Mexico

Over the past five decades, there have been a countless number of science-oriented programs that were viewed on television. In the last two decades, research has blossomed on informal science teaching, effective informal science teaching techniques, and the ideal environments for increasing science literacy in informal educational settings. This study explores who watches television, why they watch television, and the educational effects of television. One section of this paper explores the history of science on television and viewers' perceptions of that programming. Findings suggest that science and educational programming are not reaching vast numbers of the population, that people can and do learn from television even though learning is not their primary motivation, and that viewers do not relate well to scientists as they are portrayed in the media. Recommendations for increasing the effectiveness of television as a learning tool in science include incorporating realistic science content into popular television programming and involving the public in discussions about why science is important. A single Appendix is attached; discussing research methods in television program evaluation. (Contains 95 references.) (DDR)

ED 417 080 SE 061 198

Cabot, Kathy L.
The Effects of Relaxation and Visualization on Information Retention in Fifth Grade Science Students.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Concept Formation; Educational Strategies; Grade 5; Intermediate Grades; *Learning Strategies; *Relaxation Training; *Science Education; *Study Skills; *Visualization

This paper examines the effectiveness and feasibility of introducing relaxation and visualization techniques as study skills. Fifth grade science students from Charlottesville, Virginia (N=43) received six 20-minute classes using relaxation to study information on famous scientists. Results of this study indicate that relaxation and visualization can be used as a regular classroom activity and will enhance student achievement by reducing stress, increasing attention span, and helping students learn more effectively. Findings also suggest that relaxation and visualization are effective study techniques and should be incorporated into teacher training programs. Transcript excerpts of lesson plans are provided in Appendix A. Appendix B contains relaxation exercises. Appendix C contains several biographies of important scientists. Appendix D provides the actual Creative Study skills assessment test. Appendix E calculates the number of correct responses for each question. Appendix F lists several comments by the students on their response to the program. (Contains 18 references.) (DDR)

ED 417 081 SE 061 199

Edwards, Wendy M.; Schumacher, Amy G.

spirituality from a multicultural perspective and a time dimension. The text is written for juveniles and includes many color photographs. Chapters include: (1) "The Need to Believe"; (2) "The Americas"; (3) "Africa"; (4) "Europe and the Middle East"; (5) "Asia"; and (6) "Australia and the South Pacific." The volume concludes with a glossary and a 14-item list of further reading suggestions. (EH)

ED 417 104 SO 028 373

Clay, Rebecca
Ties That Bind: Family and Community. First Edition. Our Human Family Series.
PUB DATE- 96
NOTE- 83p.; For related items in this series, see SO 028 371-374.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; Childrens Literature; *Community; Community Influence; *Cross Cultural Studies; Cultural Context; Elementary Education; Family Characteristics; *Family History; Family Life; *Family (Sociological Unit); Foreign Countries; Multicultural Education; Nonformal Education; *Social Studies; *Sociocultural Patterns

This book examines the cultural universal of family and community from a multicultural perspective. The text is written for juveniles, and includes many color photographs. Chapters include: (1) "Families Are Everywhere"; (2) "The Americas"; (3) "Africa"; (4) "Europe and the Middle East"; (5) "Asia"; and (6) "Australia and the South Pacific." The volume concludes with a glossary and a 12-item list of further reading suggestions. (EH)

ED 417 105 SO 028 374

Miller, Thomas Ross
Taking Time Out: Recreation and Play. First Edition. Our Human Family Series.
PUB DATE- 96
NOTE- 83p.; For related items in this series, see SO 028 371-373.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; Adolescent Literature; Childrens Games; Childrens Literature; *Cross Cultural Studies; Cultural Context; Elementary Education; *Games; Multicultural Education; Nonformal Education; *Play; *Recreational Activities; *Social Studies; Sociocultural Patterns

This book examines the cultural universal of leisure time and recreation from a multicultural perspective. The text is written for juveniles and includes many color photographs. Chapters include: (1) "People At Play"; (2) "The Americas"; (3) "Africa"; (4) "Europe and the Middle East"; (5) "Asia"; and (6) "Australia and the South Pacific." The volume concludes with a glossary and a 8-item list of further reading suggestions. (EH)

ED 417 106 SO 028 383

Schee, Joop van der, Ed.; Schoenmaker, Gerard, Ed.; Trimp, Henk,

NAEP Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Educational Assessment; *Educational Background; Elementary Secondary Education; Fundamental Concepts; *Geography; Grade 12; Grade 4; Grade 8; *Knowledge Level; Map Skills; *National Surveys; Performance; Primary Sources; Problem Solving; Research Skills; Social Studies; Student Evaluation; Thinking Skills; *United States History
IDENTIFIERS- National Assessment of Educational Progress

This report summarizes results from the 1994 National Assessment of Educational Progress (NAEP), specifically those results concerning geography and U. S. history. The 1994 NAEP asked 4th-, 8th-, and 12th-grade students a series of questions designed to assess their knowledge level and skills applications in specific subjects. This report provides an in-depth look at the type of tasks that made up the assessments in geography and U. S. history and how the students performed on those tasks. It makes extensive use of examples of student work and of exercise-level statistics in examining performance in different skills areas and on particular assessment exercises. Specific attention is given to the ways that students use the tools and resources of history and geography. The questions reflected the content and cognitive dimensions deemed essential for an understanding of these subjects. One content dimension included four themes: change and continuity in U.S. democracy: ideas, institutions, practices, and controversies; the gathering and interaction of peoples, cultures, and ideas; economic and technological changes and their relation to society, ideas, and the environment; and the changing role of the United States in the world. A second content dimension covers eight time periods: Three Worlds and Their Meeting in the Americas (beginnings to 1607); Colonization, Settlement, and Communities (1607 to 1763); The Revolution and the New Nation (1763 to 1815); Expansion and Reform (1801 to 1861); Crisis of the Union: Civil War and Reconstruction (1850 to 1877); Development of Modern America (1865 to 1920); Modern America and the World Wars (1914 to 1945); and Contemporary America (1945 to present). At every grade, the overall geography performance of males was higher than that of females; however, in U.S. history overall performances for males and females was significantly different at 12th grade only where males slightly outperformed females. In both subject areas, the performance of White students was higher than that of Black or Hispanic students. (MJP)

ED 417 127 SO 029 322

The Esalen Catalog, 1993-1997.
PUB DATE- 97
NOTE- 1056p.; Published triennially. This five-year compilation has been done by Ted Brandhorst and Peter Friedberg as a "Friends of Esalen" project; it supplements the earlier thirty-year compilation (1962-1992), see ED 347 118.
LANGUAGE- English
EDRS Price- MF07/PC43 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Consciousness Raising; Gestalt Therapy; Group

a desire for her science instruction to become more relevant to her students. Her beliefs guided her in providing more equitable instruction to her students and prevented her from compromising her own instruction. While she adhered to the school's instructional requirements, she did not accept marginal science experiences for her students. In the face of opposition from colleagues or students, she reinforced her beliefs with positive interactions with her students and peers. She gathered the support she needed to create the instructional climate she wanted. (Contains 19 references.) (Author/SM)

ED 417 144　　SP 037 788

Luft, Julie A.
Border Crossings: The Student Teaching Experience of a Multicultural Science Education Enthusiast.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Arizona K-16 Teaching Reforms Conference (Phoenix, AZ, October 10-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; Cultural Relevance; Diversity (Student); Equal Education; Higher Education; Hispanic Americans; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; Preservice Teacher Education; Relevance (Education); *Science Education; Secondary School Science; Secondary School Teachers; Student Teaching; Teaching Experience; Urban Schools
IDENTIFIERS- Hispanic American Students; Marginal Students; Middle School Students

This study presents the case of a preservice science student teacher with a desire to make science education more accessible to all students. The paper highlights her cross-cultural student teaching experience in an urban middle school with a predominantly Hispanic-American population. Data were gathered from interviews conducted throughout her student teaching experience, a journal in which she recorded her daily experiences and reflections, and classroom observations. Results found that she encountered three cultural borders during her student teaching experience: the culture of the students, the culture of instruction, and the culture of the school. As a science student teacher, she clarified her own beliefs about relevant, meaningful, and student-centered science instruction within her own interpretation of the cultural border. In order to cross the student culture border, she spent time learning about her students and their lives. She learned to understand their culture through the stories in their journals and their personal tales. Her instructional philosophy was often different from that of other teachers at the school. She tried to assimilate her culture of instruction into the predominant one, but by the end of the student teaching experience, she had returned to her own beliefs. She did not move comfortably into the culture of the school. However, encountering borders was beneficial because she knowingly learned more about working within a diverse environment and unknowingly clarified hew own beliefs. (Contains 16 references.) (Author/SM)

ED 417 145　　SP 037 789

Luft, Julie

who coordinates the field experiences at the school site and acts as the liaison between the school and university. She joins in the discussion, which is happening within earshot of the student teacher (who is teaching the class and getting uncomfortable). They discuss the fact that they need advice and support from the university or supervisors, and they note the type of support that they would find most useful. (SM)

ED 417 161 SP 037 807

Simpson, Judith W.; Delaney, Jean M.; Carroll, Karen Lee; Hamilton, Cheryl M.; Kay, Sandra I.; Kerlavage, Marianne S.; Olson, Janet L.
Creating Meaning through Art. Teacher as Choice Maker.
PUB DATE- 98
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Art Teachers; Career Choice; Child Development; *Creative Thinking; *Decision Making; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Story Telling; Thinking Skills; Visual Arts; Visual Learning
IDENTIFIERS- *Meaning Construction

This book introduces preservice art educators to the power of art in creating meaning. Each chapter emphasizes different aspects of art education, identifies concepts and research, and outlines the advantages and challenges of making the suggested choices. Part 1, "Teacher as Choice Maker," includes two chapters. Chapter 1 invites readers to examine why they might choose to become art teachers. Chapter 2 examines learners through a developmental perspective and discusses why it is so important to have a clear understanding of students. Part 2, "Choices for Creating Meaning," offers chapters 3-8, which introduce a range of choices for creating meaning. Chapter 3 looks at ways to cultivate artistic behaviors and find meaning through making art. Chapter 4 recommends engaging learners with art images so they can create personal meaning through the experience. Chapter 5 highlights the importance of storytelling and creating a partnership between visual and verbal expression. Chapter 6 discusses choosing to use artistic strategies to make thoughts visible and accommodate a broader range of learning styles. Chapter 7 describes how to shape elegant problems that promote meaningful visual thinking and creative thought. Chapter 8 offers insights on designing units that make conceptual connections across the curriculum through a thematic focus that fosters teaching for meaning. Part 3, "Artful Teaching," revisits ideas introduced in all chapters. Chapter 9 suggests the metaphor of teacher as artist. Various definitions of teaching as an art form are shared. (SM)

ED 417 162 SP 037 808

Tomlinson, Sherry B.
A Substitute Teacher Training Program To Improve Skills and Confidence in Substitute Teachers at the Middle School Level.
PUB DATE- 97
NOTE- 127p.; Master's research paper, Nova Southeastern University.
LANGUAGE- English

PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Career Choice; Elementary Secondary Education; Followup Studies; Higher Education; Job Satisfaction; *Outcomes of Education; Preservice Teacher Education; Principals; Teacher Attitudes; *Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- Central Missouri State University

This report represents the eighth Follow-up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Missouri). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teachers, program graduates, and principals of educators prepared at Central. The data reveal that 62 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Central graduates (first and second year teachers) were employed in 179 of the state's 525 school districts. Students were predominantly white females. Most students rated non-western philosophies and cultures as their weakest academic areas. The average salary for first and second year teachers graduating from Central was $22,315. Most of the respondents were full-time classroom teachers holding positions at their preferred teaching level. Nearly all of the respondents planned to be teaching 5 or more years from now. Teachers' three top areas of dissatisfaction in their current positions were level of support from parents and community, salary/fringe benefits of teaching, and methods used to evaluate their teaching performance. Over 80 percent of the principals hiring Central graduates felt the teachers were strongly prepared for their current positions. The survey instruments are appended. (SM)

ED 417 180 SP 037 827

Williams, Wayne W.; Zelazek, John R.
Graduate Student Follow-up Study, 1996. As Compiled by the Teacher Education Assessment Committee (TEAC).
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Followup Studies; Graduate Study; Higher Education; Inservice Teacher Education; *Outcomes of Education; Program Effectiveness; Public Schools; Secondary School Teachers; Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- Central Missouri State University

This report represents the first Graduate Student Follow-up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Missouri). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teachers, program graduates, and principals of educators prepared at Central. Of the 684 graduate students who completed an MSE or Ed.S during the 1991-1995 school years, 275 completed the survey. Results indicated that most respondents were full-time, public school educators in the survey form, definitions, and instructions were prepared, and are presented for review and comment by a technical review panel. While Pretest Survey totals agreed with institutional financial statements, differences in individual categories occurred in virtually all institutions in the pilot test. The proposed changes should help resolve these and other discrepancies. Six appendixes contain materials used in survey development and the Pretest and IPED survey forms. (SLD)

ED 417 197 TM 028 138

Nolin, Mary Jo; Collins, Mary A.; Vaden-Kiernan, Nancy; Davies, Elizabeth
Comparison of Estimates in the 1996 National Household Education Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Census Figures; Children; *Citizen Participation; *Comparative Analysis; Data Collection; *Estimation (Mathematics); National Surveys; Parent Participation; Questionnaires; *Research Methodology; Statistical Bias; Tables (Data); Telephone Surveys
IDENTIFIERS- Current Population Survey; *National Household Education Survey

This report compares selected estimates from the 1996 National Household Education Survey (NHES:96) with estimates from previous NHES collections, the Current Population Survey (CPS), and other relevant data sources. The comparisons provide an indication of the reasonableness of selected NHES:96 estimates. Where discrepancies were found between NHES:96 estimates and those from other sources, possible reasons are suggested. In the NHES:96, three topical components were covered in four interviews: (1) a screening interview that also questioned library use; (2) a survey of parent and family involvement in education and civic involvement; (3) a youth civic involvement survey; and (4) an adult civic involvement component. Because of the multiple surveys, various data sources must be used for comparisons. More and larger differences were found for NHES:96 and comparable surveys than were found for previous NHES surveys. This might reflect the lower response rates in the NHES:96, since lower response rates increase the potential for bias increases. Ways to adjust for bias are suggested. An appendix contains a summary of the comparative data sets. (Contains 55 tables and 17 references.) (SLD)

ED 417 198 TM 028 139

McLaughlin, Don
Can State Assessment Data Be Used To Reduce State NAEP Sample Sizes? Working Paper Series.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Correlation; Costs; Data Collection; Educational Assessment;

insight into preferred methods and techniques. Test equating describes a group of methods that enable test constructors and users to compare scores from two different forms of a test. Horizontal equating is performed between two different versions of a test, and vertical equating is performed on tests across difficulty levels. The most basic of the equating methods is linear equating, which assumes that the two tests to be equated differ only in means and standard deviations. Equipercentile equating considers scores to be equivalent if the percentile ranks corresponding to the scores on two forms of a test are equal. Item response theory equating is a viable alternative to more conventional methods of equating. It uses item characteristic curves to describe the relationship between a score on a test and the item difficulty and item discrimination. While it is beyond the scope of the paper to go into great detail, some issues related to test equating are considered. More detailed readings are recommended. (Contains 2 figures and 17 references.) (Author/SLD)

ED 417 216 TM 028 159

Arnau, Randolph C.
Second-Order Factor Analysis: Methods and Interpretation.
PUB DATE- 98
NOTE- 40p.; Paper to be presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Factor Analysis; Heuristics; *Research Methodology
IDENTIFIERS- Rotations (Factor Analysis); *Second Order Effects

This paper presents the methodology for performing and interpreting second-order factor analysis. Procedures for extracting and rotating solutions are presented. Critical issues of interpretation, such as interpreting second-order factors are discussed. Two methods for accomplishing this are explained, including multiplying the first- and second-order factor pattern matrices and the Schmid-Leiman (1957) orthogonalized solution. Methods and interpretation are discussed for both exploratory and confirmatory second-order models. Results of example heuristic analyses are presented to aid understanding of both approaches. An appendix presents the correlation matrix for selected ability tests. (Contains 9 tables and 19 references.) (Author/SLD)

ED 417 217 TM 028 161

Cantrell, Catherine E.
Acceptable Variable Deletion Methods in Canonical Correlation Analysis.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Multivariate Analysis
IDENTIFIERS- *Parsimony (Statistics); Research Replication; Stepwise Canonical Correlation Analysis; *Variables

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; Behavior Disorders; College Administration; College Faculty; Disabilities; *Disability Identification; Discriminatory Legislation; Emotional Disturbances; Employees; Employer Employee Relationship; Employment Problems; Higher Education; Investigations; *Legal Problems; *Mental Disorders; Work Environment
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973

This pamphlet discusses the legal protections for employees with psychiatric disabilities, and analyzes the decisions of federal and state courts in cases where employees who claimed a psychiatric disorder challenged an employment decision under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, or state law. It suggests ways in which college administrators can accommodate this category of disabilities, and the limits of the college's accommodation process. Section headings include: "What Does the Law Require?"; "What Is a Psychiatric Disability?"; "The Accommodation Process" (which defines who is "disabled," and ability to perform, and discusses the possibility of, reasonableness of, and extent of accommodation); "Workplace Issues Related to Psychiatric Disorders" (attendance and schedule adjustments, performance, workplace misconduct, and off-work misconduct); "How Does an Employee Pursue Claims Under the ADA?"; "Suggestions for Dealing with Faculty with Disabilities"; and "Suggestions for Dealing with Staff with Psychiatric Disabilities". Appended are sections titled "Potential Symptoms of Mental Illness in the Work Place"; "Descriptions of Prevalent Mental Illness" (anxiety disorders, phobias, panic disorder, obsessive-compulsive disorder; post-traumatic stress disorder, depressive disorders, major depression, manic-depressive illness/bipolar disorder, dysthymia, and seasonal affective disorder); and "Schizophrenia". (Contains 24 References.) (BF)

ED 416 784 HE 031 033

"Best Practices" in the Student Support Services Program. A Study of Five Exemplary Sites.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 97
NOTE- 11p.; For a related document, see ED 411 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; College Freshmen; College Students; Delivery Systems; Demonstration Programs; *Disabilities; *Disadvantaged Youth; *Educational Practices; Group Instruction; Higher Education; *Instructional Effectiveness; Integrated Services; Program Effectiveness; Special Needs Students; *Student Personnel Services
IDENTIFIERS- *Student Support Services

This brochure summarizes results of a study of "best practices" in the Student Support Services program (SSS), a federal program intended to increase the college retention and graduation rates of participants who are the first-generation transcript, and get in touch with the Registrar directly. The essential components of an official transcript are also listed and explained, including institutional identification, student identification, record of work pursued, academic status, statement of graduation, and last-entry notation. Examples are provided of a student cover letter, a portion of a course syllabus, a course equivalency chart, a projected academic program, a recommendation letter, a letter from the accrediting agency, and a transcript. Other resources, such as agencies and publications, are listed, The booklet ends with other suggestions and a list of reasons why credits don't transfer. (DB)

ED 416 804 HE 031 068

Russell, Alene Bycer
Statewide College Admissions, Student Preparation, and Remediation Policies and Programs. Summary of a 1997 SHEEO Survey.
PUB DATE- 98
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *College Admission; College Bound Students; *College Preparation; College School Cooperation; Competency Based Education; Developmental Studies Programs; *Educational Policy; High Schools; Higher Education; National Surveys; Program Effectiveness; Remedial Instruction; *State Programs; State Standards; *Transitional Programs

This report presents findings of a nationwide study of student transitions from secondary to postsecondary education that is based on a survey of state higher education agencies and site visits to six states. The report finds a growing role for state higher education agencies in setting minimum college admissions requirements, coexistence of traditional admissions criteria with newer competency-based requirements, and expanding collaboration between postsecondary systems and the K-12 sector in program development. After an introduction, statewide admissions policies are addressed, including types of statewide admissions requirements; their perceived success; competency-based admissions; and open-door, conditional, and other admissions policies. The following section summarizes data on types of student preparation programs and their perceived success. Next, statewide remediation policies are analyzed in terms of types of policies and their perceived success. The final section identifies other state-level student transition issues, such as use of incentive funding and competitive grants. Among eight appendices are: the survey instrument and summaries of statewide college admissions policies; and state data on open door, conditional, and other admissions policies; on programs to improve student preparation and remediation projects; on use of incentive funding to promote institutional change; and on collection and research efforts. (DB)

ED 416 805 HE 031 069

Janger, Matthew
A Statistical Analysis of Student Progress and Achievement in the Pilot Writing Project at City College of New York.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97

Detailed Evaluation of a Novel Approach to Curricular Software.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Active Learning; *Computer Assisted Instruction; Computer Software Evaluation; *Courseware; Curriculum Evaluation; Experimental Curriculum; Higher Education; *Instructional Effectiveness; *Statistics
IDENTIFIERS- Fund for Improvement of Postsecondary Education

This report describes a detailed, multi-site evaluation of ConStatS, a curricular software package for helping students conceptualize introductory statistics. ConStatS employs a novel approach for forcing students into an active, experimental style of learning. This evaluation allowed an assessment of the degree to which curricular software helps a much wider range of students to adopt an experimental style of learning and whether their doing so brings them closer in performance to superior students. In the process, the research was designed to be a paradigm for evaluating curricular software in general with a large sample of courses and studies, and with state-of-the-art assessment procedures. The project was conducted during the period September 1, 1991-December 31, 1994. Overall, 20 introductory statistics courses at five colleges and universities participated in the evaluation. Sixteen of the classes used the software and four did not. Students in all classes were given a test of statistical concepts contained both in the software and taught in the classes that did not use the software. With 103 concepts tested, students using the software did better on 94 of the 103 questions. Though the software benefited all students who used it, students with remedial problems in basic mathematics showed the smallest overall gain. Results of the project offer university statistics teachers an estimate of gains they can expect from a curricular reform offered by ConStatS. The methods developed to evaluate ConStatS are appropriate for other technology-based learning programs. The evaluation was also useful for learning how to diagnose which students will benefit from software by the way they use it. (SWC)

ED 416 823 IR 018 718

Abate, Marie A.
Development of a Computer System To Educate Students To Evaluate and Interpret Published Drug Studies.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 32p.; Appendix A is not included.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; Computer Software Evaluation; Critical Thinking; *Drug Education; Drug Therapy; Evaluation Methods; Evaluation Needs; Federal Programs; Grants; Higher Education; *Pharmaceutical Education; *Pharmacology; Research Reports
IDENTIFIERS- Fund for Improvement of Postsecondary Education

The education of students in the techniques of critical appraisal questionnaire. A total of 104 valid surveys were returned. Results indicated that Internet addiction does exist among some of Taiwan's Internet users. Internet addiction scores were positively correlated with escape pleasure, interpersonal relationship pleasure, and total communication pleasure. Internet addiction scores were also positively correlated with BBS use hours or Internet use hours and total Internet use hours. It was concluded that greater communication pleasure, BBS use hours, or Internet use hours related to higher Internet addiction scores. Internet Addiction Disorder diagnostic criteria are appended. (Contains 17 references.) (MES)

ED 416 839 IR 018 736

Tyan, Nay-ching Nancy; Hong, Frank Min-chow
When Western Technology Meets Oriental Culture: Use of Computer-Mediated Communication in a Higher Education Classroom.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (St. Louis, MO, February 18-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Constructivism (Learning); Cooperative Learning; Foreign Countries; Higher Education; Likert Scales; Non Western Civilization; Questionnaires; Student Attitudes; Student Surveys; Teaching Methods
IDENTIFIERS- *Collaborative Learning; Learning Environments; Taiwan; Technology Integration; *Virtual Classrooms

A computer-mediated communication (CMC) device, Virtual Classroom & Virtual Corporation System (VICTORY) was developed and integrated into a Taiwan higher education classroom with the aim of providing a constructive learning environment where high-quality instructional interactions and true collaboration existed among learners. Individual students were required to participate in an electronic forum before face-to-face-discussions took place in the actual classroom. The electronic forum was the virtual classroom component of the system. This paper first reports typical communication patterns in Taiwan traditional classrooms. Literature on collaborative learning, constructivism, and CMC is reviewed. VICTORY and its integration into a business policy class at National Taiwan University are described, and results of a questionnaire survey of students' satisfaction with CMC are discussed. Recommendations to educators who wish to integrate CMC and constructivism in their classroom teaching, as well as to educators who wish to conduct CMC and constructivism-related research, are provided. The 19-item Likert scale questionnaire is appended. (Contains 20 references.) (Author/MES)

ED 416 840 IR 018 738

Jones, Charles M.
Reading the Writing on the Graffiti Wall: The World Wide Web and Training.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Accreditation of Teacher Education (NCATE) promotes the use of technology in colleges of education. To respond to the professional call, several teacher education programs have been offering computer courses to help the future teachers. This research examined one of the computer courses, an introductory computer literacy course commonly offered at colleges of education. The research focused on four universities which offer a similar course: Arizona State University (ASU), Indiana University (IU), Pennsylvania State University (PSU), and University of Virginia (UV). Two structures were found to be employed for the course. At ASU, the course content contains lecture and lab; concepts instruction is conducted in a big hall with about 100 students and lab is conducted in small groups in a computer lab. Instructors use identical syllabi so that students are guaranteed to be taught the same information. At IU, there is no separation into lecture and lab sections; the course is conducted in a computer lab where instructors teach both concepts and skills using similar syllabi to about 500 students. The course content contains concepts and skills that include knowledge of computer technology and design, such as basics of hardware and presentation design and skills such as word processing, spreadsheet, database, e-mail, and webpage development. Students at IU, PSU, and UV learn multimedia and presentation applications as well; students at ASU learn fewer applications but spend more time on each. There are advantages and disadvantages to both structures. An institute should choose a structure which fits the institute and keeps the course consistent. (AEF)

ED 416 857 IR 018 759

Dede, Chris, Ed.
Learning with Technology. 1998 ASCD Yearbook.
PUB DATE- 98
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Assistive Devices (for Disabled); *Computer Assisted Instruction; Educational Change; *Educational Technology; *Elementary Secondary Education; Futures (of Society); *Instructional Innovation; Instructional Materials; Internet; Learning Activities; Student Projects; Teaching Methods; Yearbooks

This yearbook is a collection of writings focusing technology-based innovations and illustrating exemplary projects that use technology to improve education. Following the introduction by Chris Dede, the book is divided into five parts as follows: Part 1, "Education in the 21st Century: One Vision "Connecting with the 21st Century: Technology in Support of Educational Reform" (Robert Kozma and Patricia Shank). Part 2, "Empowering Learning Communities: "Scaffolded Technology Tools to Promote Teaching and Learning in Science" (Joseph Krajcik, Elliot Soloway, Phyllis Blumenfeld, and Ronald Marx); "Technological Support for Project-Based Learning" (Mark Guzdial); "Assistive Technology for Young Children in Special Education" (Michael M. Behrmann); Part 3, "Extending Learning Communities": "Technology and Learning in Schools for thought Classrooms" (Susan M. Williams, Katherine L. Burgess, Melinda H. Bray, John D. Bransford, Susan R. Goldman, and the Cognition and Technology Group at Vanderbilt (CTGV); "Union City Online: An Architecture for Networking and Reform" (Margaret Honey, Fred Carrigg, and Jan Hawkins). Part 4, Education in the 21st Century: Another Vision: "Integrating Internet Services into

Small Group Instruction; Tutoring; Tutors; Veterans; Volunteer Training; Volunteers

IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

Project READ (Resources for Educational Attainment & Development) was established to develop a library literacy partnership between the Claiborne Parish (Louisiana) Library, Claiborne Technical Institute, and David Wade Correctional Center to improve inmates' literacy skills. This report, detailing the project, begins with a section that provides quantitative data. The next section compares actual accomplishments to objectives for fiscal year 1993: (1) enroll about 25% (200) of those inmates who need literacy instruction in small group workshops, adult basic education classes, or one-on-one tutoring; (2) significantly improve raw reading test scores or other post-test measures of 75% of the inmates who complete the program; (3) inform 100% of the inmates about the program; (4) prepare individualized educational plans (IEPs) for 100% of the participants in Project READ based on their personal literacy goals and long-range educational needs; and (5) double the number of tutors and learners presently enrolled in the Vets Incarcerated tutoring program. Proposed and actual expenditures are compared. Activities undertaken are described, including materials acquired, training, and a job skills workshop. The role of the library, contributions of other organizations, facilities used, and project impact are described. Attachments include a form for an individual education program, basic skills diploma, newsletter article, materials inventory, and project formative and summative evaluation. (MES)

ED 416 875 IR 056 900

Nottingham, Sharon

Onondaga County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 93

NOTE- 262p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; *Deafness; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Partnerships in Education; Public Libraries; Tutoring; Tutors; *Volunteer Training; Volunteers

IDENTIFIERS- Library Services and Construction Act; Literacy Volunteers of America Inc; Onondaga County Public Library System NY; *Tutor Training; Volunteer Recruitment

A literacy project was a cooperative effort of the Onondaga County (New York) Public Library, Literacy Volunteers of Greater Syracuse, and Aurora (a private non-profit agency for the deaf) to establish a program to teach deaf adults to read. This report, which describes the project, begins with a section that provides quantitative data. The next section compares actual accomplishments to objectives for 1992-93: (1) have a consultant train three local trainers and 30 tutors to teach the deaf basic reading using a specially adapted curriculum; (2) have 30 deaf or hearing-impaired students matched with tutors, meeting in libraries once or twice each week to learn to read; (3) train tutors in the use of software identified for quantitative data. The next section compares actual accomplishments to the following project objectives for 1992-93: (1) set up a literacy office in a branch library, located on the campus of a community college, by January of 1993; (2) increase the number of students being tutored at the branch; (3) increase the number of tutors at the branch and involve the students on the community college campus as tutors; (4) hold workshops in March and July to increase community awareness of literacy needs and to improve expertise of tutors; and (5) conduct a final evaluation of the project. Proposed and actual expenditures are compared. Attachments include photographs, an evaluative report, workshop announcements, and a newspaper clipping. (MES)

ED 416 893 IR 056 921

Drobner, Sherry
Alameda County Library ESOL, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 17p.; Bibliography and survey instrument not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *English (Second Language); Expenditures; Federal Programs; Grants; *Library Collection Development; Library Role; Library Services; *Literacy Education; Needs Assessment; Public Libraries; Resource Materials; Tutoring; Tutors
IDENTIFIERS- California (Alameda County); Library Services and Construction Act

This final performance report for the Alameda County (California) ESOL (English as a Second Language) project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals: (1) survey programs, including library collections, adult schools, and community colleges, to gain information about existing materials; (2) field test materials; (3) integrate the new collection; (4) provide workshops for ESOL students and tutors; (5) present materials at branch libraries; and (6) present materials at ESOL classes in the area. Proposed and actual expenditures are compared. Activities undertaken are described, including needs assessment, materials surveyed, ordering of materials, kinds of materials purchased, processing of materials, introduction to the materials, and documentation of materials. The role of the library is discussed; the contributions of other organizations are summarized; and the impact of the project is considered. A letter from the ESOL librarian, requesting suggestions from students about the kinds of materials to be purchased, is attached. (MES)

ED 416 894 IR 056 922

White, Marilyn Domas; Abels, Eileen G.; Nitecki, Danuta
Measuring Customer Satisfaction and Quality of Service in Special Libraries.
SPONS. AGENCY- Special Libraries Association, Washington, DC.
PUB DATE- 94
NOTE- 72p.
LANGUAGE- English

the New Start Program.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Probation; Community Colleges; *Counseling Techniques; *Counselor Role; *Educational Counseling; Educational Strategies; Evaluation Methods; High Risk Students; *Performance Contracts; Portfolio Assessment; Program Descriptions; *Self Evaluation (Individuals); Student Behavior; Student Educational Objectives; Student Role; Two Year College Students; Two Year Colleges
IDENTIFIERS- *City University of New York Bronx Community Coll; Goal Setting

In an effort to help students on academic suspension achieve full academic status and succeed in college, New York's Bronx Community College developed the New Start program, a portfolio-based intervention strategy utilizing personal success contracts. Students participating in the program complete guided self-assessments, identify problem areas, carry out contract assignments to solve their particular problems, collect and revise information, and prepare a formal written plan of action for moving ahead with college study in the form of a portfolio. First, participants assess their academic performance by completing a self-assessment. New starts uses five main areas of self-assessment: (1) Initial statement of barriers to success; (2) transcript grade analysis; (3) time management analysis; (4) review of study skills and study habits; and (5) reconsideration of academic majors and career goals. Once the self-assessment is complete, counselors intervene to assist students in utilizing and defining this initial criteria. Counselors serve as contract mediators by monitoring student progress, measuring the actual extent of problem behaviors, mediating strategies to change behaviors, and maintaining the change strategy. Contains 22 references. A sample self-assessment form for program participants is attached. (BCY)

ED 416 913 JC 980 113

Santa Rita, Emilio, D., Jr.
Bronx Community College's Developmental Academic Advising Center: An Evolving Model for the Millennium.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Community Colleges; *Counseling Services; *Counselor Role; Educational Assessment; *Educational Counseling; Educational Objectives; Educational Strategies; High Risk Students; Institutional Mission; Models; Program Design; Student Development; Two Year Colleges
IDENTIFIERS- City University of New York Bronx Community Coll; *Developmental Academic Advising

This paper proposes a model for developmental academic advising (DAA) at New York's Bronx Community College (BCC) and reviews the purposes of DAA and barriers to its implementation. The first section presents a conceptual model of DAA and its priorities, indicating that it functions as an active attempt to stimulate personal and intellectual growth, a psychological college and university administrators, faculty members, and other staff participating in the IAI. The preface contains background information on the IAI, whose goal is to facilitate inter-institutional transfer, and its initial task of developing a transferable general education curriculum. The next sections include the Board of Higher Education's policies on transfer and articulation, institutions eligible to participate in the IAI-all Illinois associate and baccalaureate degree-granting institutions, and the requirements for the formation and ensuing role of a baccalaureate major panel. The manual identifies panel operating procedures, consisting of the panel meeting, recommendation development, and recommendation implementation; panel members are identified in terms of principles and replacement processes. The steering panel's criteria for endorsement, course assignment review for general education and majors, and its appeals process follows. The document concludes with the public university-community college academic leadership conflict resolution statement, and IAI's roles and responsibilities. (YKH)

ED 416 931   JC 980 133

Hamilton, John
Needs Assessment Survey: Gainesville College, 1998.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Community Attitudes; Community Colleges; *Community Leaders; Community Surveys; *Counselor Attitudes; Educational Assessment; Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; *Institutional Evaluation; *Needs Assessment; Principals; Program Evaluation; School Community Relationship; *School Surveys; Student Personnel Services; Tables (Data); Two Year Colleges
IDENTIFIERS- *Gainesville College GA

Gainesville College (GC) administered a Needs Assessment Survey in February 1998 to determine perceptions and attitudes about the college and areas that need improvement. Two groups were surveyed: high school counselors and principals, and community leaders such as Chamber of Commerce presidents and college trustees. There was a relatively high response rate from both groups. Among the high school counselors and principals, the highest ratings of satisfaction for GC occurred in areas such as financial aid services, administrators, guidance/counseling, and academic advisement. The lowest survey ratings concerned recreational facilities, student recruitment, and learning support services. Among the community leaders, highest ratings went to community and high school interaction, admissions office services, financial aid services, and preparation for transfer, while the lowest went to tutoring and academic support services, guidance/counseling services, academic advisement, student recruitment, and preparation for the job market. Includes data tables. Appendices include survey tabulations and forms for both groups. (YKH)

ED 416 932   JC 980 135

Rasor, Richard E.; Barr, James
Survey Sampling of Community College Students: For Better or for Worse.
PUB DATE- 98

(Ryutaro Kaneko); (4) "A Examination of Psychometric Properties and Validity of the Toddler Behavior Assessment Questionnaire" (Emiko Kusanagi, Nobuko Hoshi, and Shing-Jen Chen); (5) "Stress of Mother during Pregnancy and Post-Partum Stages" (Kailash Tuli); (6) "Constructional Processes in the Social Interactional Activity in the Peer Groups of Japanese Nursery School Children: An Interim Report" (Kimiharu Sato and Takaharu Yuki); (7) "Development of Self-Regulation through Dialogue: Self-Assertion through Self-Inhibition" (Koichi Yamazaki, Nobumoto Tajima, and Kayoko Uemura); (8) "'Intensity' Is a Key Term in Developmental Psychology!" (Kiyobumi Kawakami and Kiyoko Takai-Kawakami); and (9) "Individual Differences in Toddlers' Emotion Regulation: The Relationship between Children's Problem-Focused Coping Style and Maternal Response Strategies to Their Negative Emotions" (Hiroko Sakagami and Toshihiko Endo). References are included with each article. (KB)

ED 416 951 PS 025 655

Hawkins, J. David; Catalano, Richard F.
Parents Who Care: A Step-by-Step Guide for Families with Teens. Video Included .
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 96
NOTE- 108p.; "With Neal Starkman and Pat Ford."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Adolescent Development; *Adolescents; *Child Rearing; Child Responsibility; Conflict Resolution; Elementary Secondary Education; Family Environment; Family Involvement; *Parent Child Relationship; Parent Education; *Parent influence; Parent Role; Parenting Skills; Peer Influence; *Problem Solving; Sibling Relationship
IDENTIFIERS- Adolescent Attitudes

The world can be a risky place for teenagers in the 1990s. This guide and videotape provide skills for parents who want to help teens move successfully through the steps from childhood to adulthood. Based on extensive research, each of the seven units in the guide includes advice, strategies, and activities for both parents and teens to improve family bonding and set family guidelines. The seven units are: (1) "Roles: Relating to Your Teen" noting the parents' vision of the teen as an adult, and areas of development a teen experiences; (2) "Risks: Identifying and Reducing Them," noting risk factors in the community, school, peer group and family; (3) "Protection: Bonding with Your Teen to Strengthen Resiliency" noting protective factors and a social development strategy to encourage healthy and responsible behaviors; (4) "Tools: Working with Your Family to Solve Problems," including the family meeting, elements of active listening, controlling anger; (5) "Involvement: Allowing Everyone to Contribute," on ways teens can contribute to family functioning in preparation for adulthood; (6) "Policies: Setting Family Policies on Health and Safety Issues," on the importance of setting clear standards; and (7) "Supervision: Supervising without Invading," including teaching teens skills to counter peer pressure. The accompanying 2-hour video, divided into segments corresponding with the units in the guidebook, expands on the guidebook by chronicling four teens and their families as they experience

Development; *Health Promotion; Interpersonal Competence; *Performance Factors; Prevention; Relationship; School Effectiveness; *School Role; Social Development; *Well Being
IDENTIFIERS- Academic Skills; *Healthy Children 2010; Healthy People 2000; Risk Taking Behavior

The promotion of academic success has been linked to children's social and emotional wellness, reduction in risky behaviors, and promotion of social and emotional competence. This chapter briefly summarizes the evidence regarding the link between academic performance and health risk behaviors, including substance abuse, delinquency, teen sexual activity, and violence. The evidence suggests that the promotion of academic success in children vulnerable to health risk behaviors may reduce the likelihood of these behaviors. Next, evidence is summarized regarding the mechanisms found in descriptive studies to characterize schools that are effective in promoting children's academic performance. A theory of behavior, the social development model, is outlined to organize this evidence on effective schools. The theory provides an example of a framework that can be used to select and implement school and classroom practices to promote the development of academic, social, and emotional competence in children. Finally, examples of practices that have been shown in intervention studies to be effective in promoting academic, social, and emotional competency are presented in the context of the theory. Contains 64 references. (SD)

ED 416 969 PS 026 213

Lalley, Jacqueline, Ed.
Family Support and Community Economic Development.
SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Action; Community Change; *Community Development; *Community Resources; Economic Change; *Economic Development; Economic Impact; Family Needs; *Family Programs; *Family (Sociological Unit); Quality of Life; Welfare Services
IDENTIFIERS- Community Empowerment; *Community Resource Development; *Family Support

This report of the Family Resource Coalition of America examines the interrelationship of sustainable community economic strategies and sustainable family units. The introductory section of the report consists of one article, "Integrating Community Development and Family Support." The second section, "Community Building: A Movement is Afoot," consists of five articles addressing community rebuilding, community building theories, community building practice, and building on Chicago's West Side. The third section, "Supporting Families from Welfare to Work," contains six articles describing new ways of working, California family economic security programs, job training, the Cleveland Works program, and microenterprises. The fourth section, "Community-Based Strategies for Financing," consists of five articles addressing the concept of time dollars, community-based financing, grassroots loans, youth credit union, and partners in community-based lending. The fifth section, "Building Rural Economy and Community," contains two articles describing a skill and value education program on a farm, and the "MIHOW" (Maternal and rates, prenatal care, immunization rates, fourth grade math scores, and student teacher ratios. However, worsening rates are evident in marijuana use, alcohol use, suicides, reading scores, homicides, and firearms deaths. (SD)

ED 416 986 PS 026 258

Brandon, Richard N.; Gordon, Andrew; Gordon, Margaret T.; Messerschmidt, David; Mitchell, Lorelei
Developing a Communication Strategy for Protecting Children. Report on Problem Definition Analysis Presented to: The Stuart Foundations.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agenda Setting; Child Abuse; *Child Advocacy; Child Neglect; Child Welfare; Communication (Thought Transfer); Early Intervention; Foster Care; *Mass Media Role; News Media; *Persuasive Discourse; Press Opinion; Prevention; Public Opinion; Public Policy
IDENTIFIERS- *Child Protective Services; *Communication Strategies; Social Service Workers; Strategy Choice; Washington

The Human Services Policy Center of Washington undertook a study of communication strategies for protecting children because of the perception among many leading child protection professionals that a distorted pattern of media coverage is driving child protection policies toward responding to the small proportion of atypical cases which the media emphasize, and away from the large-scale efforts at prevention and early intervention indicated by the bulk of cases referred to child protective services. The intent of the study was to determine if this was a correct perception and to develop an effective communications strategy to improve the situation. The investigation's primary focus was Washington state, but included data and expert discussants from California and from national associations. Data were also drawn from polls, focus groups, and surveys conducted nationally and in several other states. Specific questions addressed were: (1) What are the positive and negative impacts of media coverage on policy and practice of the child protection system in Washington California ; What would concerned parties like to see happen differently if public attitudes and understanding were more favorable?; (2) What broad-based communications strategy could improve child protection?; and (3) How can it be determined if the strategy is working? This report presents the investigation's findings, including recommendations for developing a communication strategy for protecting children and a proposed University of Washington/Human Services Policy Center project. Contains 47 references. (EV)

ED 416 987 PS 026 259

Creating an Effective National Movement for Interprofessional Education and Training. A Joint Proposal.
PUB DATE- 96
NOTE- 65p.; Prepared by: Members of the National Network for Interprofessional Education and Training.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs;

child rearing, and the pregnancy and birthing experience. Most mothers carried the bulk, if not all, of the responsibility for the well-being of their children, with familial obligations taking significant personal tolls; however, the community, often in the form of extended family, provided informal assistance. The small and relatively safe communities provided a reassuring context in which to raise children, and birthing experiences were also more of a family or community affair. Mothering experiences seemed to vary somewhat by island and the unique circumstances of the community. (Contains 27 references.) (Author/EV)

ED 417 005 PS 026 303

Rommel, Judy I.
The Role of Mother and Father in the Value Socialization Process of Adolescents.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Birth Order; Comparative Analysis; Fathers; Mothers; *Parent Influence; *Parent Role; Socialization; *Values Education
IDENTIFIERS- Adolescent Attitudes; *Instrumental Values; *Terminal Values

The values humans possess take form in relation to the day-to-day activities and decisions (instrumental values) and as criteria for a lifetime (terminal values). This study compares the importance level assigned by adolescents to instrumental and terminal values and the relationship of adolescents' perception of value importance with their parents' perceptions. It was hypothesized that perception of instrumental values importance rather than terminal values importance would be significantly correlated between adolescents and parents, adolescent value importance would be more closely aligned to mother values importance, and adolescent perception of mother values importance would be more accurate than perception of father values importance. A questionnaire was used to elicit information about self and other perceptions of the importance of five instrumental (for example, being obedient, dutiful, and respectful) and five terminal (for example, living in a world at peace, making a lasting contribution) values. Participating were 30 families (mother, father, and one adolescent) in a midwest rural setting. Findings indicated that there were no differences between first-born and later-born children in the accuracy of their perceptions. The importance of values for mothers and adolescents was significantly positively correlated for: (1) being obedient, dutiful, and respectful; (2) being forgiving of others; and (3) being happy and content. No values importance statements were correlated for fathers and adolescents, suggesting that adolescents were more closely aligned with their mothers. There was a much greater ability for adolescents to perceive mother values importance than father values importance. Adolescents were most closely aligned with mothers in instrumental values importance and also in their ability to perceive mothers' instrumental values importance. (Contains three tables to support research data.) (KB)

ED 417 022 PS 026 330

Kesner, John E.
Ethnicity and Gender and the Quality of Teacher-Child Attachment Relationships.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; *College Students; Higher Education; Racial Differences; Sex Differences; *Student Teachers; *Teacher Student Relationship
IDENTIFIERS- Ethnic Differences; *Security of Attachment

This study examined how a teacher's attachment history influenced the quality of the teacher-child attachment relationship, and how racial differences between teacher and child influence the quality of the attachment relationship. Participating were 55 undergraduate education majors entering their final field placement. The sample was mostly female, with an average age of 27 years; 86 percent were Caucasian and 10 percent African-American; most came from a middle-class background. At the beginning of their field placement, subjects completed the Attachment History Questionnaire (AHQ), which asked about their relationship with parents and peers. At the end of their placement, they completed the Student Teacher Relationship Scale (STRS) regarding the quality of their relationship with five randomly selected students in their classroom. Results indicated that of the four subscales used to measure teacher-child attachment relationships, only two of them, conflict/anger and warmth, showed significant relationships with the subject's attachment history. Two multiple regression analyses could not identify a model predicting the quality of the teacher-child relationship which accounted for more than 6 percent of the variance. The ethnic match between teacher and child influenced quality of the teacher-child attachment relationship, with a main effect of racial dissimilarity on open communication with Caucasian teachers only. (Contains eight references.) (KB)

ED 417 023 PS 026 333

Erickson, Judith B.
Kids Count in Indiana: 1995 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 96p.; For 1994 Data Book, see ED 376 988. For 1996 Data Book, see PS 026 334.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Child Abuse; Child Health; Child Neglect; *Children; Counties; Crime; Dropout Rate; Educational Change; Elementary Secondary Education; Human Services; Infants; *Poverty; Poverty Programs; *Social Indicators; Sociocultural Patterns; State Legislation; State Norms; State Programs; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; *Well Being; *Youth Problems

Information Center. The January-February issue focuses on involving communities in child care planning. Topics discussed in this issue include: community mobilization strategies, assessing needs and establishing goals, and involving the private sector in planning. The March-April issue focuses on innovations in child care consumer education. Topics discussed include strategies for getting the message out, researching the impact of consumer education, and consumer education in the neighborhood. The May-June issue focuses on linkages or partnerships among agencies, services, and the community to serve children and families. Topics discussed include child care and Head Start collaboration, linkages supporting school-age care, intergenerational programs, and tools for linking child care with housing. The July-August issue focuses on child care providers as the key to quality care. Topics discussed include: a profile of the child-care work force, director credentials and leadership initiatives, networks supporting family child care providers, and highlights from the military child care system. The September-October issue focuses on the White House Conference on Child Care. In addition to remarks made by President Clinton, First Lady Hillary Clinton, and Health and Human Services Secretary Donna Shalala, this issue discusses service in after-school programs, and the National Crime Prevention and Privacy compact. Facts sheets on care quality, out-of-school time, and economics of child care are included. The November-December issue focuses on new state initiatives in child care. Topics discussed include states expanding services for infants and toddlers, states emphasizing training and technical assistance, and a national study of low-income child care. Except for the White House Conference issue, each issue includes sections on child care initiatives across the country, and resources in child care. (HTH)

ED 417 041 RC 021 372

Reed, Peter, Ed.; Rothenberg, David, Ed.
Wisdom in the Open Air: The Norwegian Roots of Deep Ecology.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Activism; *Conservation (Environment); Ecology; Environmental Education; Foreign Countries; Outdoor Education; *Philosophy; Sustainable Development; Wilderness
IDENTIFIERS- *Deep Ecology; Environmental Action; Environmental Movement; Nature; *Norway; Philosophers

This book traces the Norwegian roots of "deep ecology": the search for solutions to environmental problems by examining fundamental tenets of culture. Deep ecology contributes to the philosophical foundations of environmental education and outdoor education, and much writing in this area has focused on promoting awareness of the human relationship with nature. More broadly defined, deep ecology is a "questioning" ecology that recognizes the intrinsic value of nature, beyond human need. Although Arne Naess coined the term in the 1970s, the insights of deep ecology reflect a long tradition of thought within Norwegian culture. An introduction describes the Norwegian landscape, explores how the land has shaped Norway's politics and culture, and traces the history of the environmental movement in Norway. Chapters describe the work of seven Norwegian ecophilosophers and include excerpts of their work. Peter Wessel Zapffe (1899-1990), although pessimistic about the survival of humanity and nature, saw wilderness preservation as

Representatives of the BIA testified about the Act's success in reducing administrative burdens on the tribes, the BIA's reluctance to support inclusion of Johnson O'Malley funds in the program, and cash flow problems. Representatives of tribes and intertribal organizations described their programs and discussed program successes in terms of increased tribal involvement, job placements, and intertribal cooperation and decreased costs and paperwork; implications for tribal implementation of welfare reform; and repeated bureaucratic delays in dealing with the BIA. (SV)

ED 417 058 RC 021 415

Annual Progress Report of the Southern Rural Development Center, 1997.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Development; Community Services; Economic Development; Elementary Secondary Education; Grantsmanship; *Human Capital; Land Grant Universities; *Leadership Training; Postsecondary Education; Program Descriptions; Rural Areas; *Rural Development; *Rural Extension; Rural Schools; Small Businesses
IDENTIFIERS- *Southern Rural Development Center MS; United States (South)

This annual report of the Southern Rural Development Center (SRDC) describes the agency's extension and research activities from October, 1996, to September 30, 1997. SRDC is one of four regional centers coordinating rural development research and extension education programs cooperatively with the land-grant institutions. SRDC cooperates with 29 universities to serve Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, the U.S. Virgin Islands, and Virginia. The first part of the report describes SRDC's funding, sponsors, audiences, staff, board of directors, advisors, and five priority areas. SRDC priorities are: (1) strengthening and supporting the capacity of Southern land-grant institutions and their partners to conduct rural development research and outreach education; (2) enhancing the economic, environmental, and social well-being of rural communities and people; (3) strengthening the human capital resources of the region's rural communities; (4) improving rural Southerners' access to vital community services; and (5) enhancing the capacity of rural people and communities to carry out their expanded responsibilities in the design, management, and financing of government programs. The remainder of the report describes SRDC-sponsored activities for each priority area and miscellaneous activities. Publications are listed within activity descriptions. (SAS)

ED 417 059 RC 021 416

Morse, Susan C., Ed.
Scholarships and Financial Assistance. School Year 95-96.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

The Design and Implementation of a Hypermedia Math Program.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary School Mathematics; Grade 2; Grade 3; *Instructional Design; *Mathematics Curriculum; Mathematics Education; Multiplication; Primary Education; Problem Solving

This paper presents the design, implementation, and evaluation of an interactive hypermedia math program which focuses on multiplication and problem solving. The program contains a thematically meaningful story about a lost dog named Addy. The work is based on instructional design principles defined by Walter Dick and Lou Carey (1990) in their book "The Systematic Design of Instruction". Upon completion, the math program was implemented and evaluated in a combined second and third grade classroom. The evaluation of the program provides support for the integration of computer assisted instruction into the elementary math curriculum. Computer-generated slides are presented along with a student evaluation form. (Author/NB)

ED 417 082 SE 061 202

Bryant, Deborah; Driscoll, Mark
Exploring Classroom Assessment in Mathematics: A Guide for Professional Development.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Mathematics Activities; *Mathematics Education; *Problem Solving

Increased attention has been given to issues of assessment in recent years. Teachers of mathematics have been working to change both the way they elicit evidence of their students' mathematical thinking and the way they use that evidence to monitor students' progress and guide instructional decision making. This publication is based on work done with teachers and administrators in the Classroom Assessment in Mathematics network and the Assessment Communities of Teachers project. This book presents guidelines for designing and facilitating these investigations. Emphasis is placed on experiencing a task, observing problem solving, examining students' work, developing tasks, developing rubrics, and planning assessment. Half of the text is comprised of appendices. (Contains 35 references and resources.) (ASK)

ED 417 083 SE 061 207

Shaughnessy, Catherine A.; Nelson, Jennifer E.; Norris, Norma A.
NAEP 1996 Mathematics Cross-State Data Compendium for the Grade 4 and Grade 8 Assessment. Findings from the State Assessment in Mathematics of the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 310p.
LANGUAGE- English

Ed.; Westrhenen, Hans van, Ed.
Innovation in Geographical Education. Netherlands Geographic Studies 208. Proceedings of the International Geographic Congress (38th, The Hague, Netherlands, August 5-10, 1996).
PUB DATE- 96
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Foreign Countries; *Geography; *Geography Instruction; Global Education; Multicultural Education; Social Studies; *Trend Analysis

This book examines trends in current educational literature and how they impact geography instruction. The volume contains 22 articles divided into 5 sections addressing geography innovation and educational research in geography. The introduction by Hans van Westrhenen and Gerard Schoenmaker delineates the foundation for the book and the theme areas for study. Section titles are the educational trends identified. Each section contains an introduction written by one of the editors. Section 1, "Knowledge and Skills," contains: (1) "Concepts and Models for Understanding Our World" (Maryse Clary); (2) "Visualization of Environment through Graphics" (Rod Gerber); (3) "Children's Understandings of Patterns and Relationships in Visual Stimuli: Teaching for Meaning" (Margaret Robertson); (4) "A Constructivist Approach to Children's Understanding of Thematic Maps" (Patrick Wiegand); (5) "Ideological Propaganda in Maps and Geographical Education" (Yoram Bar-Gal); (6) "Meaningful Learning in Geographical Education" (Shi Xuan); (7) "An Exploration of the Role of the Teacher within Enquiry Based Classroom Activities" (Margaret Roberts); and (8) "Concept Mapping in Geographical Education in Nigeria: From Theory into Practice" (Julie Okpala). Section 2, "Old and New Media," includes: (1) "Reader, Text, Metadiscourse and Academic Argument" (Alan Lester; Frances Slater); (2) "The Design of Graded Geography Worksheets for Mixed Ability Students" (John Chi-kin Lee); (3) "Using Cooperative Learning with Computers in Geography Classrooms" (Christine Kim-Eng Lee); and (4) "Computersimulation and Environmental Learning: An Approach to Geolab" (Volker Albrecht). Section 3, "Environmental Learning," offers: (1) "Promoting Geography as a School Subject through Pupil-Centered Activity and Research" (Rex Walford); (2) "A Strategy for Geography Fieldwork" (Ashley Kent); (3) "Involvement, the Key to Environmental Education" (Henk van Dijk; Lex Stomp); (4) "Preliminary Exploration of Decision Making in Geography Lessons" (Letje Veldman); and (5) "Not a Waste of Effort" (David Cooper; Chris Coggins). Section 4, "International Cooperation," examines: (1) "Achieving a European Dimension in the Training of Geography Teachers: Review and Future Perspective" (Andrew Convey); and (2) "International Understanding and Cooperation through Geographical Education" (Hartwig Haubrich). Section 5, "Curriculum Development," includes: (1) "Developing Understanding of the Dynamics of Change in the Geography Curriculum" (Michael Naish); (2) "Curriculum Coherence: Geographical Education in the Transition from Primary to Secondary Schools" (Michael Williams); and (3) "Geographic Education in the United States: Systemic Reforms Leading to National Standards and Assessment" (Joseph Stoltman; Sonia Wardley). (EH)

ED 417 107 SO 028 385

Dynamics; Group Therapy; *Individual Development; Self Evaluation (Individuals); *Sensitivity Training
IDENTIFIERS- Counter Culture; Encounter Groups; *Esalen Institute CA; *Human Potential Movement

This document consists of a compilation of the 14 issues of "The Esalen Catalog" published during the 5-year period 1993-1997. An earlier compilation (ED 347 118 in the ERIC database) covering the 30-year period 1962-1992, describes the geographic location, history, and purpose of the Esalen Institute. Esalen provides a forum in which the various exponents of the human potential movement can present their ideas in weekend-long and week-long seminars and workshops. "The Esalen Catalog" provides a full description of these offerings, including brief biographies of the teachers and leaders of the sessions and, occasionally, essays on Esalen and on issues in the field. Because Esalen has been in continuous operation since the beginning of the human potential movement, its catalog may be regarded as an historical record of the movement's major schools of thought and major "gurus". Examples of some of the many topics represented in the catalog during this period are (alphabetically): Acupressure, Biodrama, Biofeedback, Breema Bodywork, Buddhism, Chakra Integration, Conscious/Lucid Dreaming, Cortical Reeducation, Craniosacral Massage, Drumming, Dzogchen, Enneagrams, Feldenkrais Method, Gestalt Practice, Hatha Yoga, Herbology, Holoenergetics, Holotropic Breathwork, Hypnosis, Integrative Body Practice, Ishta Yoga, Kundalini Yoga, Life Energy Process, Lomi Bodywork, Massage, Meditation, Mysticism, Psychodrama, Qigong, Raku, Reflexology, Rubenfeld Synergy Method, Sensory Awareness, Shamanism, Somatics, SomatoEmotional Release, Sufism, Tai Chi, Tantric Yoga, Tao Mentoring, Therapeutic Touch, Vipassana Meditation, Vision Painting, Yoga, Zen, and Zero Balancing. (WTB)

ED 417 128   SP 037 708

Kalichman, Seth C.
Answering Your Questions about AIDS.
PUB DATE- 96
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; Communicable Diseases; *Disease Control; *Homosexuality; Information Sources; *Public Health; *Sexuality; Symptoms (Individual Disorders)
IDENTIFIERS- *Sexual Relationships

This book focuses on AIDS education and answers 350 commonly asked questions about Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) taken from questions addressed to two major urban AIDS hotlines (Milwaukee, Wisconsin, and Houston, Texas). Chapter 1, "HIV - The Virus That Causes AIDS," discusses: the HIV virus; the origins of AIDS; HIV inside and outside the body; and the AIDS epidemic. Chapter 2, "HIV Infection and How It Causes AIDS," describes: the stages of HIV and AIDS; symptoms of HIV infection; AIDS; and children with HIV and AIDS. Chapter 3, "Sex, Drugs, and AIDS," discusses: various types of sexual intercourse; sharing needles; pregnancy and childbirth; and risk taking behavior. Chapter 4, "People at Risk," deals with: gay and bisexual men; lesbians and bisexual women; heterosexual men and women; risky

Rubrics: Design and Use in Science Teacher Education.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Minneapolis, MN, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Higher Education; Preservice Teacher Education; *Science Education; Science Teachers; Secondary Education; Secondary School Science; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Reflective Thinking

This paper discusses the use of rubrics in a preservice science methods course. Section 1 explains that a rubric is a standard of performance for a defined population. It is also the guidelines laid out for judging student work on performance-based tasks. In science education, it is a purposeful and appropriate construct that articulates varying levels of proficiencies that are congruent with the field of science education. Section 2 discusses the rationale for using rubrics. Rubrics, as one of several alternative assessment options in science teacher education courses, are congruent with professional recommendations for assessment. They can indicate student progress throughout the course; help students become self-directed, reflective practitioners; and provide the instructor with information about the effectiveness of curriculum and instruction and a chance to inquire into aspects of effective practice. Section 3 discusses the use of rubrics in one science methods course. Section 4 examines the benefits and detriments of using rubrics based on the science methods course experience. Benefits include reflective practice by the students and instructor and use of rubrics in students' own classes. Detriments relate to issues of time and the clarity of written criteria within a rubric. (Contains 33 references.) (SM)

ED 417 146 SP 037 790

Palmer, Ruth J.
Collaborative Reflection, Dialogue, and Inquiry: Empowering Experienced Teachers To Cultivate Dispositions and Abilities That Transform Practice.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discussion (Teaching Technique); *Educational Research; Elementary School Teachers; Elementary Secondary Education; Faculty Development; *Group Discussion; Inservice Teacher Education; Interpersonal Competence; *Interpersonal Relationship; Secondary School Teachers; *Self Efficacy; *Teacher Collaboration; Teacher Researchers
IDENTIFIERS- *Reflective Thinking

This study examines the role of dialogue and collaborative reflection in guiding teachers' identification of issues and contextual barriers in their practice. It analyzes teachers' social interactions and academic self efficacy during the dialogic process and evaluates the quality of inquiry that teachers proposed to change their practice. Participants were 21 experienced teachers from 3 international schools who were taking a 2-week course, "Introduction to Research," that taught

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Classroom Techniques; Intermediate Grades; Junior High Schools; Leadership; Middle Schools; Secondary School Teachers; *Substitute Teachers; Teacher Attitudes; Teacher Competencies; *Teacher Improvement; *Teacher Orientation; *Teaching Skills
IDENTIFIERS- *Middle School Teachers

This substitute teacher management program was developed to improve school substitute teachers' skills and confidence at one southeastern middle school. The project involved 53 classroom teachers who had completed a needs assessment survey regarding substitute teachers and 16 substitute teachers employed by the site on a regular basis. Program objectives were: (1) for at least 90 percent of the 53 classroom teachers to exhibit high levels of confidence in substitute teachers' classroom management skills, (2) for at least 90 percent of the 16 substitute teachers to demonstrate adequate knowledge regarding school policies and procedures, and (3) for all of the 53 teachers to rate the writer as an effective leader. Strategies included developing and distributing a substitute teacher handbook and information folder, developing and distributing a substitute teacher orientation and training program, and developing and distributing a classroom teacher reporting survey. Classroom teachers were asked to prepare students in advance for substitutes, to make substitutes feel like part of the team, and to report on substitutes. Substitutes were encouraged to arrive early to prepare for the day. Participants completed the program over 12 weeks. Pre- and post-intervention surveys of teachers, substitutes, and administrators examined levels of success. Results showed that all program objectives were met, and the program was extremely successful. Appendixes include all instruments used. (Contains 17 references.) (Author/SM)

ED 417 163 SP 037 809

Gentzler, Yvonne S.; Browne, Lorna K.
Gender Equity in Education. A Curriculum Plan for an Undergraduate Education Course.
PUB DATE- 96
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Equal Education; Higher Education; Preservice Teacher Education; Problem Solving; *Sex Bias; Sex Discrimination; Student Behavior; Student Participation; *Student Teacher Attitudes; *Teacher Attitudes; *Teacher Behavior; Teacher Educators; Undergraduate Study
IDENTIFIERS- *Gender Issues

This curriculum plan for educators is a three-credit undergraduate course that focuses on recognizing and eliminating gender bias in teacher attitudes and behavior. The purpose of the curriculum plan is to integrate gender equity awareness, skills, and competencies into teacher preparation programs. As a result, preservice educators will have an opportunity to examine their existing beliefs regarding gender equity before assuming their professional roles. The curriculum plan provides course participants an opportunity to explore the effects of gender-biased and gender-fair teaching techniques. The activities and ideas for discussion are action-oriented and working in regular education classrooms. They believed their graduate courses made them more competent teachers and helped them become better researchers. They also felt that their instruction encouraged development of reflection, critical thinking and problem solving, and that graduate courses reflected knowledge derived from research and professional practice. The graduate students spoke positively about Central's flexible class scheduling, excellent faculty who taught well, and strong, caring advisors. They pointed out four areas of weakness: faculty not current with classroom experiences, too much theory, repetition of content from class to class, and lack of technology use in graduate courses. They suggested that more classes be offered off campus at various sites across the area. The survey instrument is appended. (Author/SM)

ED 417 181 SP 037 828

Butler, Judy D.
The Student Teaching Experience: A Comparative Study.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Cooperating Teachers; Educational Experience; Elementary Secondary Education; Higher Education; *Nontraditional Students; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Student Teaching; *Teaching Experience

This paper describes a 1996 study that compared the student teaching experiences of a traditional and a nontraditional student to ascertain what differences in their experiences might imply about teacher preparation. The two students kept journals that could be written in at any time of the day. They recorded their impressions of their situation and their reactions to events. They also reflected at the close of each day. The students met with the researcher once a week for discussion. The researcher periodically visited with the cooperating teachers and college supervisor to gain anecdotal evidence. At the end of the semester, the cooperating teachers completed interviews. A list of categories emerged from the conversations and journals, including paranoia about succeeding (the unrealistic fear of failure), perception of differing relationships with cooperating teachers and staff, the adaptation from student to teacher, and the relationship to the content. Results indicated that there were marginal differences between the two. The nontraditional student had an easier time establishing relationships with the cooperating teacher and other school faculty. Cooperating teachers agreed that they more easily built relationships with student teachers who were closer to their age. The traditional student was more confident about obtaining certification. Both students conveyed exhaustion and amazement with how their cooperating teachers kept up with so much information. (SM)

ED 417 182 SP 037 829

Belcher, Chris; Garten, Ted R.
Student Teaching Assessment Redesign.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Dallas, TX, February 1998).
LANGUAGE- English

Elementary Secondary Education; Longitudinal Studies; National Surveys; Research Methodology; *Sample Size; *State Programs; *Test Results; *Testing Programs
IDENTIFIERS- *Linkage; *National Assessment of Educational Progress; State Assessment of Educational Progress

In the 1970s and 1980s, the National Assessment of Educational Progress (NAEP) built a longitudinal record as the Nation's Report Card based on periodic brief assessments of a modest but representative sample of the nation's students. In 1990, data collection was expanded from a sample of 10,000 students in each grade and subject area to 100,000 to provide the basis for state-by-state comparisons. This expansion brought about an large increase in data collection costs. There is a frustrating conflict between the need for precise estimates of educational achievement and the cost of obtaining these estimates. This study considers using state assessments to supplement, or reduce, NAEP samples. The relationships between using state assessment scores and reducing sample size are demonstrated mathematically. Implementing this approach would require step-by-step planning and implementation. While the linkage of student-level assessment scores would be ideal, linkages based on school-level summary statistics appear to be sufficient when the correlations between tests is high. Many states appear to have tests with such correlations to the NAEP. The cost of linking procedures required for implementing the sample size reductions is in the range of $5,000 to $10,000 per state, which is a small percentage of the cost of the administration of State NAEP in an additional 50 schools in the state. Many states have difficulty recruiting schools for the NAEP and would welcome this initiative. These analyses suggest that several states could be involved in sample size reduction, possibly as early as 1998. (Contains one table and one figure.) (SLD)

ED 417 199 TM 028 140

Bay, Luz; Chen, Lee; Hanson, Bradley A.; Happel, Jay; Kolen, Michael J.; Miller, Timothy; Pommerich, Mary; Sconing, James; Wang, Tianyou; Welch, Catherine
ACT's NAEP Redesign Project: Assessment Design Is the Key to Useful and Stable Assessment Results. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Data Collection; Educational Assessment; Elementary Secondary Education; Equated Scores; *Estimation (Mathematics); National Surveys; *Research Design; Research Methodology; Sample Size; *Sampling; Scaling; Standards; Trend Analysis
IDENTIFIERS- American College Testing Program; *National Assessment of Educational Progress; *Weighting (Statistical)

This report presents an investigation by the American College Testing Program (ACT) of an alternative design for the National Assessment of Educational Progress (NAEP). The proposed design greatly simplifies the data collection and analysis procedures needed to produce assessment results and has the potential to produce results that are more timely and easier to interpret. The plan calls for developing individual NAEP forms, where each individual form represents, as closely as possible, the assessment questions from the domain of knowledge being

When approximately the same amount of variance can be reproduced with a larger variable set and a smaller variable set, researchers should generally choose the smaller variable set. The smaller set is a more parsimonious solution, and is therefore more likely to be true and replicable. Since true stepwise methods are not useful for variable deletion, analogs have been developed for use in multivariate methods such as canonical correlation analysis. Three strategies are described and illustrated. These analyses focus on deleting variables that have low canonical correlation communality coefficients. Empirical research suggests that such strategies may yield results that are more replicable across samples. (Contains 10 tables and 6 references.) (Author/SLD)

ED 417 218 TM 028 162

Wolfer, Terry A.
"Just Do It": An Inductive, Experiential Method for Teaching Qualitative Data Analysis.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; *Experiential Learning; *Induction; *Qualitative Research; Teaching Methods; Workshops
IDENTIFIERS- *Grounded Theory

Novices often struggle to learn qualitative data analysis, and benefit from intensive assistance. For teaching analysis more efficiently in the classroom setting, the workshop described in this paper explained and demonstrated an inductive, experiential method. The method introduces grounded theory analysis and helps students to identify, elaborate, and systematize their own approaches. The workshop included selected, abbreviated portions of the instructional process, and provided sample teaching materials. The method centers on a semistructured data analysis exercise that consists of two rounds of activity. Each round includes analysis of the same interview transcript, written reflection during the analytic process, and a guided class discussion. The exercise provides some explicit guidance, but the instructions are deliberately ambiguous at some points to force student choices. The first round provides preliminary experience with data analysis, and the second round builds on the initial learning experience as it elaborates and qualifies the grounded theory method of analysis. Three appendixes present a section of the course syllabus, an inductive analysis exercise, and sample discussion questions. (Contains 10 references.) (SLD)

ED 417 219 TM 028 164

Behrman, Edward H.
A Critical Review of New Jersey's High School Proficiency Test in Reading.
PUB DATE- 98
NOTE- 14p.; Version of a paper presented at the Annual Meeting of the California Educational Research Association (Santa Barbara, CA, November 14, 1997) under the title "Promoting Higher Reading Standards via Mandatory Statewide Testing."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Grade 11; *Graduation

in their families to attend college, are disadvantaged, or are disabled. To identify best practices, SSS projects with statistically significant positive outcomes were identified from the National Study of Student Support Services. This study followed SSS freshman participants and comparable nonparticipants at 50 institutions--30 with SSS projects and 20 without for 3 years. This brochure specifically reports on five of these projects visited in 1996. Common features of successful projects are identified as including: (1) a project-designed freshman year experience for most or all participants; (2) an emphasis on providing academic support for developmental and popular freshman courses; (3) extensive student service contacts; (4) targeted participant recruitment and participation incentives; (5) dedicated staff and directors with strong institutional attachments; and (6) an important role for the project on campus. Characteristics of service delivery in these programs are also noted; they include an emphasis on group learning (though courses, supplemental instruction, and study groups/group tutoring); active counseling; and integrated services. (DB)

ED 416 785 HE 031 034

Trends in Degrees and Certificates by Program. Maryland Higher Education Institutions.
PUB DATE- 98
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Colleges; Community Colleges; *Degrees (Academic); Departments; Doctoral Degrees; *Educational Trends; Higher Education; Intellectual Disciplines; Majors (Students); Masters Degrees; Tables (Data); Universities
IDENTIFIERS- *Maryland

This document presents tables showing trends in degrees awarded by program for each college or university in Maryland. Data are presented for community colleges, four-year public institutions, and independent (religious and private) institutions. The tables list the numbers of degrees awarded for each degree (for example, associate, bachelors, masters) and each program in each institution for the years 1984 through 1997. (DB)

ED 416 786 HE 031 035

Trends in the Racial and Ethnic Composition of Students Enrolled on Maryland Campuses.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Students; Comparative Analysis; *Diversity (Student); Enrollment Rate; Enrollment Trends; *Ethnic Groups; Females; *Foreign Students; Geographic Distribution; Graduate Students; Higher Education; Hispanic Americans; Males; *Minority Groups; Private Colleges; Professional Education; Public Colleges; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; White Students
IDENTIFIERS- *Maryland

Data and narrative describe the ethnic/minority composition

NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Curriculum; *College English; College Freshmen; Curriculum Development; English Curriculum; English (Second Language); Enrichment; Freshman Composition; Higher Education; *Instructional Effectiveness; Pilot Projects; *Remedial Instruction; Student Placement; *Writing Instruction
IDENTIFIERS- *City University of New York City College

This report presents a quantitative analysis of the educational outcomes associated with a three-year pilot project at the City College of New York (CCNY) to change the focus of the college's writing program from remediation to enrichment. The project substituted a two-semester nontracked, college-level writing sequence for two remedial courses and one college-level course. Data were gathered from three student cohorts (total n=4,653) taking either the remedial, the college-level, or the pilot-course sequence. Findings indicated that for students with the lowest English placement test scores and for students from the English as a Second Language sequence, participation in the pilot project was associated with more rapid progress toward graduation in the form of credits and higher grade point averages. Outcomes were more mixed for students with somewhat higher placement scores (but still requiring remediation) and for students who participated in the project but placed in the standard college-level introductory writing course. Results generally support the project's effectiveness, especially for students at the lower levels. (DB)

ED 416 806 HE 031 070

Mullin, Ralph F.; Grelle, Michael
A Continuous Process Improvement (CPI) Model for Postsecondary Curricular and Pedagogical Reform Based on Assessment-As-Learning.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *College Credits; *College Curriculum; Curriculum Based Assessment; Educational Change; Educational Quality; Faculty Development; Higher Education; Instructional Improvement; Pilot Projects; Quality Control; Teaching Models; Total Quality Management
IDENTIFIERS- *Central Missouri State University; *Continuous Process Improvement

This final report describes activities and accomplishments of a 3-year project at Central Missouri State University to develop and pilot test a Continuous Process Improvement (CPI) model as a replacement for the course-credit completion paradigm in 15 academic departments. The pilot CPI project was phase 4 of a 5-phase Decade of Transformation program. Previous phases involved exploration, experimentation, faculty education, and policy development and planning. The fifth phase will focus on generalization and implementation of CPI throughout the university system and dissemination to other institutions. The model's instructional principles are student-learning centered, outcomes-driven, performance-based, and include continuous assessment and feedback. Evaluation indicated that approximately 70 percent of the faculty received training in of drug studies has been identified as a deficiency in many health sciences curricula. Errors in research design and inconsistencies in the reporting of study results persist in professional pharmacy and medical journals. Thus, thorough and accurate review and interpretation of journal studies are essential for assuring that patients receive proper drug therapy. This project developed an interactive, computer instructional program that would teach students to evaluate all aspects of published drug efficacy studies. The content for the program was identified, prepared, and designed for an interactive computer format, and the program was developed using "Authorware Professional." The program, "Evaluation of Clinical Drug Studies," consists of 10 main sections with several subsections. Two consecutive classes of pharmacy students at West Virginia University tested the program, which was found to increase significantly their knowledge of critical drug study evaluation techniques compared to a control group and pretests. Appendices include the timetable for the project; "Development and Evaluation of a Computer-Assisted Instructional Program To Teach Critical Evaluation of Drug Studies" (Marie A. Abate, Arthur I. Jacknowitz, James M. Shumway, and Anne H. Nardi)--an article published in "American Journal of Pharmaceutical Education," Volume 57, Winter 1993; computer program evaluation summary for 1994; and information for FIPSE. (SWC)

ED 416 824   IR 018 719

Arenson, Michael A.
Computer Lessons for Written Harmony. Final Project Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; *Courseware; Educational Media; Federal Programs; Feedback; Grants; *Harmony (Music); Higher Education; *Music Education; *Music Theory; *Musical Composition
IDENTIFIERS- Fund for Improvement of Postsecondary Education; University of Delaware

This project was created to help music students in their development of part-writing and harmonization skills, requirements for college-level music study. It was developed and programmed by members of the Instructional Technology Center and Department of Music at the University of Delaware. The software developed during this project provides students with a robust environment in which to develop skills in the areas of chorale-style part-writing. Exercises dealing with soprano harmonization, bass harmonization, inner-voice completion, figured-bass realization, and harmonic analysis are anticipated. Using innovative techniques, students are able to enter notation symbols using either direct manipulation of notational symbols or via a graphical keyboard. Multiple layers of feedback are available to the student to encourage self-discovery of errors made. When a given skill has been mastered, the student will be branched to the next area of instruction. Appendices include attitudinal questionnaire and results; music pre- and post-tests; seventh chords/secondary dominants test and instructions; and comments to FIPSE. (SWC)

DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Mediated Communication; Instructional Design; Instructional Effectiveness; *Job Training; Productivity; *Training Methods; *World Wide Web

This paper examines the benefits to be derived from networked computer-based instruction (CBI) and discusses the potential of the World Wide Web (WWW) as an effective tool in employee training. Methods of utilizing the WWW as a training tool and communication tool are explored. The discussion is divided into the following sections: (1) "WWW and Communications Technology," including the pivotal role of communication technologies in shaping the practice and character of employee training; (2) "Computing and Employee Training," including the benefits of CBI such as increased interaction among remote learners, cooperative training environments, learning as a team process, and self-directed learning; (3) "WWW from Internet to Intranet," including the development of Internet accessibility from the 1980s to the present; (4) "WWW Training," including design of tutorials and online lessons, as well as the Web's potential for interactivity; (5) "WWW Reports," including the Web's versatility as a publisher; (6) "WWW Assessments"; and (7) "WWW Q & A," including news-groups, the Common Gateway Interface (CGI) protocol, and computerized search agents. It is concluded that--in order for information technology productivity gains to be realized--new technologies must be used in innovative ways to increase the productivity of training. (Contains 6 references.) (MES)

ED 416 841 IR 018 739

Downes, Toni; Reddacliff, Cathy; Moont, Sue

Children's Use of Electronic Technologies in the Home (Based on Discussions with 190 K-6 Children in Three Sydney Metropolitan Schools). October 1995.

SPONS. AGENCY- Compaq Computers (Australia).; Western Sydney Univ., Macarthur (Australia).

PUB DATE- 95

NOTE- 29p.; For related papers, see IR 018 740-741.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

DESCRIPTORS- *Childhood Attitudes; Children; Computer Games; Computer Uses in Education; Discussion Groups; Elementary Education; *Family Environment; Foreign Countries; Interviews; *Microcomputers; Role Models; Use Studies

IDENTIFIERS- *Access to Computers; Australia (Sydney); *Computer Use; Home Computers; Technology Integration

This study examined how children, drawn from K-6 grades in 3 primary schools in southwest Sydney, use computers in their homes and the physical and social environments within which they use them. Key issues explored were diversity of access, range of uses, and factors which influence use, including gender, age, and parental and sibling role models. The impact of home access and the use on children's perceptions about use of computers in schools was also explored. The project involved discussion groups with a total of 199 children. As part of the process of seeking permission, parents completed a brief survey of their perceptions of their child's use of a range of technologies in the home. Children who were regular users of computers (i.e., used a computer at least two or three times a week) were selected for interview. Results indicated the integration of computers into the children's lives. Ownership, location, and rules were identified as factors influencing

School Communities" (Eileen M. Lento, D. Kevin O'Neill, and Louis M. Gomez); "Teaching and Learning in the Educational Communities of the Future" (Margaret Riel. Part 5, "Implementing Educational Technology 'Tomorrow Morning.'" "The Scaling-Up Process for Technology-Based Educational Innovations" (Chris Dede). Contains author and editor biographies with addresses and a list of the board of directors. (AEF)

ED 416 858 IR 056 815

Nelson, Bonnie R.
Criminal Justice Research in Libraries and on the Internet.
PUB DATE- 97
NOTE- 276p.; This book is a revision of "Criminal Justice Research in Libraries: Strategies and Resources" by Marilyn Lutzker and Eleanor Ferrall.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Criminal Law; Criminology; Full Text Databases; Information Retrieval; *Information Seeking; *Internet; Law Enforcement; Law Related Education; Library Catalogs; Online Searching; Online Systems; *Reference Materials; Research; Research Methodology; *Research Tools; Search Strategies; User Needs (Information); World Wide Web
IDENTIFIERS- *Criminal Justice; Forensic Science; *Legal Research

In addition to covering the enduring elements of traditional research on criminal justice, this new edition provides full coverage on research using the World Wide Web, hypertext documents, computer indexes, and other online resources. It gives an in-depth explanation of such concepts as databases, networks, and full text, and covers the Internet in a separate chapter. The chapters on bibliographic searching, the library catalog, and comparative research are almost totally new, and other chapters reflect the shift to computerized sources. The chapter on legal resources discusses the wealth of legal information available on the Internet. A new chapter on library research in forensic science corrects an omission from the first edition. The book contains the following chapters: (1) Communication, Information, and Information Flow; (2) Efficiency in Research; (3) Bibliographic Searching; (4) Using the Internet; (5) The Library Catalog; (6) Encyclopedias, Dictionaries, and Annual Reviews; (7) Indexes and Abstracts; (8) Newsletters, Newspapers, and News Broadcasts; (9) Documents, Reports, and Conference Proceedings; (10) Statistics; (11) Printed Bibliographies; (12) Research in Legal Resources; (13) Research in Forensic Science (Katherine B. Killoran); (14) Historical Research with Primary Sources: Nineteenth-Century America; and (15) Resources for the Study of Criminal Justice in Other Countries. Appendices include: selected Library of Congress subject headings in criminal justice; useful directories; and selected major criminal justice commission reports. Also included are a glossary, author and title index, Internet resources index, and subject index. (Author/SWC)

ED 416 859 IR 056 826

Adult Programming: A Manual for Libraries. RUSA Occasional Papers, Number 21.
PUB DATE- 97
NOTE- 57p.

use with the deaf and to have tutors use microcomputers in at least some tutoring sessions; and (4) have the coordinator carry out the activities of the project, including training implementation and the evaluation plan. Proposed and actual expenditures are compared. Activities undertaken are described, including tutor training, and equipment acquired. The role of the library, contributions of other organizations, facilities used, and project impact are described. Attachments include a chart of tutoring hours, newsletters, how-to manual on setting up a library literacy project for the deaf, and curriculum for training volunteers to tutor deaf adult learners. (MES)

ED 416 876 IR 056 901

Hughes, Rachel; Coffield, Deanne
Bay County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 11p.; Attachments are not included in ERIC's copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This final performance report for the Bay County (Florida) Public Library literacy project begins with a section that provides quantitative data about: (1) the size of the community served; (2) type of project; (3) targeted populations; (4) tutoring methods used; (5) measurement of student progress; (6) printed items produced; and (7) total numbers of adult learners served, learners receiving direct tutoring service, hours of direct tutoring service received, new volunteer tutors trained, current volunteer tutors trained, volunteer tutors involved, non-tutor volunteers recruited, service hours provided by non-tutors, librarians oriented to literacy methods and materials, and trainers of tutors trained. A narrative section indicates that project goals for 1992-93 were met or exceeded--71 new volunteer tutors were trained, 10 tutors received additional training, and 134 adult learners received 3,298 hours of tutoring service. Activities undertaken are described, including the hiring of a project coordinator; tutor training; contributions of other organizations; publicity; student recruitment, testing, and referral; volunteer recognition; continuing education for project staff; and material acquisition. Proposed and actual expenditures are compared. (MES)

ED 416 877 IR 056 902

Morganstern, Betty
Anne Arundel County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Feedback; Focus Groups; Librarians; *Library Services; Likert Scales; *Measurement Techniques; *Quality Control; Questionnaires; Service Occupations; *Special Libraries; Total Quality Management; *User Satisfaction (Information); Users (Information)

This project tested the appropriateness of SERVQUAL (i.e., an instrument widely used in the service industry for assessing service quality based on repeated service encounters rather than a particular service encounter) to measure service quality in special libraries and developed a modified version for special libraries. SERVQUAL is based on an approach which views service quality as the gap between clients' perceptions of performance and expectations. This study was concerned with the match between the five underlying service dimensions in SERVQUAL (tangibles, reliability, responsiveness, assurance, and empathy) and values clients mention in connection with library services. Initial data-gathering consisted of interviews with focus groups in two special libraries. Results showed considerable commonality between the service qualities considered important by library clients and those in SERVQUAL but noted some specific library-related behavior that indicated these aspects. After incorporating the latter into SERVQUAL, feedback was obtained on the preliminary version of the modified instrument in a half-day interactive session with 15 librarians from a range of special libraries. The questionnaire was modified slightly, based on the librarians' input, then tested with clients in two special libraries. Tests indicated its validity and internal consistency across the dimensions but did not show the same five dimensions as the developers of SERVQUAL had discovered. The modified SERVQUAL, SLA (Special Libraries Association) version is appended. (Contains 64 references.) (Author/MES)

ED 416 895 IR 056 923

Jiao, Qun G.; Onwuegbuzie, Anthony J.; Daley, Christine E.
Factors Associated with Library Anxiety.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual American Educational Research Association Conference (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Anxiety; College Students; Demography; Factor Analysis; Higher Education; Library Personnel; Likert Scales; *Student Attitudes; Student Characteristics; Student Surveys; *Users (Information)
IDENTIFIERS- *Library Attitudes

This study investigated factors related to five antecedents of library anxiety among college students: (1) barriers with staff (the perception that librarians and other library staff are intimidating and unapproachable; (2) affective barriers (feelings of inadequacy about using the library); (3) comfort with the library (how safe, welcoming, and non-threatening students perceive the library to be); (4) knowledge of the library (how familiar with the library students feel they are); and (5) mechanical barriers (feelings which emerge as a result of reliance on mechanical library equipment). Students from two and social support system, and an administrative record-keeping activity. The second section describes 12 barriers to implementing DAA in postsecondary institutions and suggests methods specific to BCC for overcoming each barrier. The third section presents a model for implementing DAA by establishing a campus Developmental Academic Advising Center, including provisions for the following areas: (1) center structure, staff, staff enrichment, and evaluation; (2) center activities, including orientation, intake advising, identifying at-risk students, the facilitation of campus connections, and developmental and prescriptive advising functions; and (3) satellite services, such as reviewing candidates for graduation, transfer referrals, and employment counseling and placement. The final section ponders the future of DAA. Appendices provide information on the differences between developmental and prescriptive advising; the characteristics of effective advisors; and a sample advisor survey with evaluation forms and checklists. Contains 26 references. (BCY)

ED 416 914 JC 980 114

Hamilton, John
Relationship of Remedial Reading Needs to First-Attempt Grade Distributions in Introductory College Algebra at a Two-Year College: Fall 1992 to Fall 1997.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Algebra; Community Colleges; Comparative Analysis; *Grades (Scholastic); High Risk Students; Longitudinal Studies; *Outcomes of Education; *Performance Factors; Remedial Instruction; *Remedial Reading; *Student Behavior; Student Characteristics; Student Evaluation; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Gainesville College GA

Georgia's Gainesville College conducted a study to determine the relationship between students' remedial needs and their grades in two required algebra courses: Math 104, introductory algebra for non-science majors, and Math 151, introductory algebra for science and math majors. Grades for the first attempt in these courses were collected for 6,130 students between fall 1992 and fall 1997, including 1,642 who were required to take the college's remedial reading course. Further, for students who were required to take remedial reading, outcomes were examined for the 490 who took the course before taking introductory algebra, the 187 who took both courses concurrently, and the 7 who took the reading course after taking introductory algebra. The study found no significant benefits for students who took the developmental reading course before introductory algebra, and in fact, showed slightly higher "C" or better pass rates for students taking the courses at the same time. Further, students taking the courses concurrently were less likely to withdraw than those who completed the reading course first, although withdrawal rates were relatively high for both groups. The majority of the text are appended data tables illustrating algebra pass rates by quarter. (BY)C

ED 416 915 JC 980 115

Rainone, John J.
Development of a Handbook for Adjunct Faculty at the York County

NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis; Cost Effectiveness; Data Collection; Educational Assessment; *Educational Research; Error of Measurement; Evaluation Methods; Institutional Evaluation; *Probability; Questioning Techniques; Sample Size; *Sampling; *School Surveys; Simulation; Student Attitudes; *Student Surveys; Tables (Data); Telephone Surveys; *Two Year College Students; Two Year Colleges

This paper provides an overview of common sampling methods (both the good and the bad) likely to be used in community college self-evaluations and presents the results from several simulated trials. The report begins by reviewing various survey techniques, discussing the negative and positive aspects of each method. The increased accuracy and cost-effective nature of probability, as opposed to nonprobability, sampling is discussed, as are the different types of probability sampling-simple random sampling, stratified random sampling, systematic sampling, and cluster sampling. The types of nonprobability samples, including quota sampling and convenience sampling, are also described. The paper then reviews the methods and subsequent results of the simulation sampling. It concludes that, though not the same as collecting fresh data, simulations offer valuable guidance and insight to selecting sample populations. Researchers also found that random sampling is preferable to in-class surveys, and questionnaires should come as close to probability samples as possible. Appendices include data tables. (YKH)

ED 416 933 JC 980 136

Policy for Delivering Degree Programs through Distance Education Technology.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Degrees (Academic); *Distance Education; *Educational Policy; Educational Technology; *External Degree Programs; Higher Education; Instructional Design; Nontraditional Education; Policy Analysis; School Policy; School Role; Special Degree Programs; Technological Advancement

This Commission for Higher Education document concerns the approval of the Policy for Delivering Degree Programs Through Distance Education Technology. It opens with the staff recommendation that the Commission approve the Policy, considering the recent technological developments altering distance education environments. The background information section details how both "producers" and "consumers" of instruction are affected by these changes. Campuses are now in positions to offer quality distance education in a cost-effective manner, and a growing number of institutions are providing such services. Students are, in turn, increasingly utilizing distance education because of its improved flexibility and wider range of instructional offerings. The policy in consideration aims to encourage institutions to increase degree opportunities through distance education by streamlining the review process, while at the same time fulfilling the Commission's statutory responsibilities.

and resolve the issues addressed in the units. (HTH)

ED 416 952 PS 025 818

Ikeda, Yumi; Masataka, Nobuo
Possible Characteristics of Baby-Sitting Behavior of Japanese Women Who Have Grown Up as Only Children.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; *Caregiver Speech; Family Size; *Females; Foreign Countries; Intonation; *Language Patterns; *Suprasegmentals; *Young Adults
IDENTIFIERS- Japan; Japanese People; *Only Children; *Pitch (Language)

This study examined the speech behavior of Japanese women when interacting with young children. Sixty-one single Japanese-speaking women, ages 18-26, were recorded as they read aloud picture books to a 1-year-old child and as they conversed with another Japanese-speaking adult woman. When their utterances were acoustically compared between the two settings with regard to prosodic features, both the average pitch and pitch excursions exhibited significant increase when interacting with the child in 17 of the 61 women. In 36 of the remaining 44 individuals, none of the parameters showed such changes. Any retrospective attempt to relate these findings to the individuals' preference for picture books, or previous experience with reading, or with being read the books, or with baby-sitting did not successfully account for the individual variability. The only variable that explained such results was whether the individuals had grown up with siblings or as only children, in that if they were only children, the prosodic modification was significantly less likely to occur. (Contains 22 references.) (MDM)

ED 416 953 PS 025 840

Vasconcelos, Teresa
The Power of Metaphor in Qualitative Research: Building Community in a Kindergarten around the Large Table.
PUB DATE- 97
NOTE- 13p.; Paper presented at the EECERA Conference (7th, Munich, Germany, September 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community; Foreign Countries; Interpretive Skills; Kindergarten; Master Teachers; *Metaphors; Primary Education; *Qualitative Research; *Research Tools
IDENTIFIERS- Learning Communities; Portugal; Researcher Role; *Researcher Subject Relationship

Using as a starting point the painting "Las Meninas" by Velasquez, which depicts the painter within his painting, this paper discusses the interpretive paradigm in research and, within it, the value of metaphor as a research tool. Example situations from an ethnographic study of a master teacher and her kindergarten in Lisbon are used to describe the value of

Infant Health Outreach Workers) program. The sixth section, "Housing-Based Strategies," contains three articles discussing housing-based community development and presenting case studies of the Omaha Housing Authority the Fremont County (Colorado) Family Center. The seventh section, "Federal Innovations," consists of one article describing Federal Economic Development Initiatives. The report includes a program survey and resource file. (SD)

ED 416 970 PS 026 214

van Oudenhoven, Nico; Wazir, Rekha
Early Childhood Development and Social Integration: The Mediterranean Experience. A Background Paper.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Health and Social Welfare Conference (Scheveningen, Netherlands, December 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Child Development; Child Rearing; *Day Care; Day Care Centers; *Early Childhood Education; Foreign Countries; Program Design; Program Development; Social Indicators; *Social Integration
IDENTIFIERS- *Early Childhood Development Programs; *Mediterranean Region

This paper explores early childhood education (ECD) and social integration within a common framework and against the backdrop of experience gained in these fields in the following 12 Mediterranean nations: Algeria, Cyprus, Egypt, Israel, Jordan, Lebanon, Malta, Morocco, Palestine, Syrian Arab Republic, Tunisia, and Turkey. The paper notes that these countries display a diversity in their levels of social, economic and political development and vary with respect to child development indicators, provisions and programs for early childhood development and policies for integrating children and families at risk. The following areas of mutual concern which pertain to the region as a whole are identified: (1) there is a need to demystify the whole issues of the care and education of young children and empower parents in their role as the prime educators of their children; (2) it is important to develop cost effective programs which will reach the largest number of children and families at risk; (3) there is a growing body of evidence that pleads for strengthening activities in ECD that are already in place but this should be done with due regard to local needs and constraints; (4) vertical and horizontal networking, improved documentation and giving recognition to local assets and strengths should be given due importance in program development. (Author/SD)

ED 416 971 PS 026 218

Kutnick, Peter; Jules, Vena; Layne, Anthony
Gender and School Achievement in the Caribbean. Education Research Serial No. 21.
PUB DATE- 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Educational Attainment; Elementary Secondary Education; Foreign Countries; *School Holding Power; Sex Bias; *Sex

Information Technology; *Interprofessional Relationship; Professional Development; *Professional Education; Professional Training; Program Proposals; *Social Services
IDENTIFIERS- *Family Resource and Support Programs; Information Exchange

The Interprofessional Education and Training (IPET) Network recently assessed what is needed to foster a vital nationwide movement to develop interprofessional education and training as part of the normal mode of professional preparation for child and family services. It was decided that the top priority should be to facilitate the exchange of information, ideas, and experience among people involved in professional preparation for this field; although many people and institutions are engaged in professional preparation, too many are having to reinvent old wheels and live through mistakes others have made before them. This proposal presents strategies to achieve this desired exchange of resources. Following a detailed overview of the proposal, contents are: (1) "List of Current National IPET Network Members"; (2) "Forging New Links: The Electronic Component of Enhanced Interprofessional Communication"; (3) "National Academy for Professional Development: Advancing State and Regional Assistance Networks for Collaborative Practice"; (4) "Network Coordination and Conference Development"; and (5) "Proposed Budget." Attachments include "Qualifications and Capacity of Lead Participants" and "The National Professional Development Academy: A Draft of Proposed Goals, Format and Content." (Contains eight references.) (EV)

ED 416 988 PS 026 260

Brandon, Richard N.; Plotnick, Robert D.
Welfare, Work and Childcare in Washington State: A Report.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Olympia.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Children; Day Care; Day Care Centers; Early Childhood Education; Economic Factors; Economic Impact; *Economically Disadvantaged; Education Work Relationship; *Employment; *Employment Patterns; Family Work Relationship; Low Income Groups; Poverty Programs; *Recidivism; *Welfare Recipients; *Welfare Services; Work Environment
IDENTIFIERS- Washington; Welfare to Work Programs; Work Incentives; Work Interruptions

This report examines data from a study of the relationship among work status, wage levels, marital status, education, age of youngest child and use of child care in allowing low income households to remain off welfare. The study described looking separately at public assistance status (whether a household received welfare) and recidivism (how long a household remained off welfare once exiting). The report is organized into two sections: the first presents data on the impact of raising young children on work and welfare, and sorts the multiple effects on work, child care, and public assistance status; the second section presents descriptive findings and data on factors associated with success in staying off welfare, and findings for Washington state compared to other studies of welfare recidivism. The findings include the following: (1) work, wages, and marital status are the strongest factors determining a household's welfare use; (2) marital status has a

ED 417 006 PS 026 304

Coleman, Mick; Rowland, Bobbie; Hutchins, Betty
Parents as Teachers: Policy Implications for Early School Intervention.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Comparative Analysis; *Early Intervention; *Educational Policy; Newsletters; Outcomes of Education; Parent Child Relationship; *Parent Education; Parent School Relationship; Parenting Skills; *Parents as Teachers; Preschool Education

This study examined the impact on parents of the Parents as Teachers early intervention program. Participating were three groups of parents, matched on demographic variables. One group of 21 parents received in-home support and training from parent educators (PAT) during the first 36 months of their child's life. The purpose of the training was to support and promote parents' role as their "child's first teacher." A second group of 22 families requested and received quarterly educational newsletters written by PAT staff and including information provided to PAT families during the first year of their child's life. A third group of 22 families received no services. Children from each group were assessed upon entry into public kindergarten. Findings indicated that the children of PAT parents received significantly higher age equivalency scores than did other children on language and self-help/social skills as assessed by the Early Screening Profiles. Children in newsletter families received significantly higher age equivalency scores on self-help/social skills than children in the control families. The age equivalencies of children in newsletter and control families in language and self-help/social skills were lower than their chronological ages. No significant differences were found among the three groups on measures of cognitive or motor skills, although the children of PAT parents scored higher than did others. The results lend further support to educational policies that endorse school outreach services to actively involve parents in their children's early development and education. (Contains two tables to support statistical research.) (KB)

ED 417 007 PS 026 305

Adams, Melanie S.; Kariuki, Patrick
The Identification of Maladaptive Coping Strategies Exhibited by Elementary School Students Raised in Single Care-Giver Homes.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Memphis, TN, November 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Anxiety; Attention; Behavior Problems; Children; Comparative Analysis; *Coping; *Elementary School Students; Emotional Adjustment; *Family Structure; Intermediate Grades; Nuclear Family; One Parent Family; Preadolescents;

IDENTIFIERS- Child Protection; *Indiana; *Indicators

This Kids Count report is the second in a series examining statewide trends in the well-being of Indiana's children. After an introduction and an explanation of the statistics, sections of the statistical report contain data on several indicators of well-being: (1) Indiana's children and their families, including population estimates, ethnicity, and households; (2) economic well-being, including overall unemployment, youth in the labor force, and youth unemployment; (3) poverty, including poverty rates and utilization of programs to assist poor families; (4) child abuse and neglect, focusing on fatalities, the child protection system, and the Marion County consent decree; (5) education, including high school graduation, dropouts, retention, at-risk programs, and education reform; (6) health and well-being, including prenatal care, low birthweight, immunizations, lead poisoning, and health insurance; (7) infant, child, and teen deaths; (8) high-risk behaviors during the teen years, including sexual behavior, pregnancy, sexually transmitted diseases, and substance use and abuse; and (9) juveniles and the law, focusing on the Uniform Crime Report, and teens as victims. The report concludes that statistical indicators suggest that the well-being of Hoosier children and adolescents is not improving much overall, and in some areas, is worsening. The report's appendix presents indicators, data sources, and county-level data tables. (Contains approximately 100 references.) (KB)

ED 417 024 PS 026 334

Erickson, Judith B.
Kids Count in Indiana: 1996 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 89p.; For 1994 Data Book, see ED 376 988. For 1995 Data Book, see PS 026 333.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Child Abuse; Child Advocacy; Child Health; Child Neglect; *Children; Counties; Crime; Dropout Rate; Elementary Secondary Education; Human Services; Infants; *Poverty; Poverty Programs; *Social Indicators; Sociocultural Patterns; State Legislation; State Norms; State Programs; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; *Well Being; *Youth Problems
IDENTIFIERS- Child Protection; *Indiana; *Indicators; Welfare Reform

This Kids Count report is the third in a series examining statewide trends in the well-being of Indiana's children. The report combines statistics of special concern in Indiana with 10 national Kids Count well-being indicators: (1) percent low birthweight; (2) infant mortality rate; (3) child death rate; (4) birth rate to unmarried teens ages 15 to 17; (5) juvenile violent crime arrest rate; (6) percent of teens who are high-school dropouts; (7) percent of teens ages 16 to 19 not attending school and not working; (8) teen violent death rate; (9) child poverty rate; and (10) percent of families headed by single parents. After an introduction and an explanation of the statistics, sections of the report contain data in the following areas: (1) Indiana's children and their families (population estimates, ethnicity); (2) economic well-being (unemployment, youth in labor force, youth unemployment, School essential to mankind's spiritual development and existential well-being. Excerpts are "The Last Messiah"; "Farewell, Norway"; and poems. Professor of philosophy, 1936-70, Arne Naess shaped Norwegian higher education, which stresses a basic grounding in philosophy for all students and a concern for linking academics with real-world problems. This concern also forms the backbone of deep ecology: "wisdom related to action." Excerpts are "Intrinsic Value: Will the Defenders of Nature Please Rise?"; "The Politics of the Deep Ecology Movement"; and "Everything Really Important Is Dangerous." Sigmund Kvaloy, Norway's leading environmentalist, integrates philosophical thought and political action. Excerpts are "Complexity and Time: Breaking the Pyramid's Reign" and "Getting Our Feet Wet." Nils Faarlund, wilderness educator, expands on the Norwegian tradition of "friluftsliv" (open-air life) to emphasize the importance of first-hand nonaggressive outdoor experiences to reintroduce people to nature as their true home. Excerpts are "A Way Home" and "Touch the Earth." Other writers and their excerpts are: novelist Finn Alnaes ("The Way of Two-ness"); sociologist Johan Galtung ("Development Theory: Notes on an Alternative Approach"); and social reformer Erik Dammann ("The Future in Our Hands: Its Conceptions, Aims, and Strategies"). The Future in Our Hands is a Scandinavian organization that sponsors alternative development projects and related development education in secondary schools and adult education classes. A conclusion examines deep ecology's potential as a force for change. Contains references in notes, a selected bibliography, illustrations, and an index. (SV)

ED 417 042 RC 021 395

Guthrie, Steve, Ed.; Macke, Jennifer, Ed.; Watters, Ron, Ed.
Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE) (10th, Salt Lake City, Utah, November 7-9, 1996).
PUB DATE- 97
NOTE- 248p.; For selected individual papers, see RC 021 396-409.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Camping; College Programs; *Educational Strategies; Females; Group Dynamics; Higher Education; *Outdoor Education; Personnel Management; Program Administration; Risk Management; Staff Development; Teaching Methods; Wilderness
IDENTIFIERS- Outdoor Leadership; *Outdoor Recreation

This conference proceedings includes 24 papers about outdoor educational and recreational programs, program planning, instructional techniques, educational strategies, leadership skills, and program outcomes. Entries are: (1) Opening Session: "Out of Our Corsets and into the Woods: A Fun Look at the History of Women Adventurers" (Denise Mitten); (2) "Practical Approaches for Teaching Leave No Trace" (Aram Attarian); (3) "Women in the Wilderness: Theme-Based Outdoor Programming at the University of Florida" (Cheryl Berger, Christy Vollbracht); (4) "BMM Approach to Outdoor Recreation Programming" (Bob Brookover, Rick Harwell); (5) "Effective Expedition Planning" (John Cederquist); (6) "The Psychology of Judgment for Outdoor Leaders" (Kent Clement); (7) "UIAGM Ropehandling Techniques" (K. Ross Cloutier); (8) "Case Studies in Wilderness Medicine" (Melissa Gray, Shana Lee Tarter); (9) "Objectives Based Program Planning for Outdoor Recreation" (Phillip Heeg); (10) "Outdoor Recreation Hazard Assessment and Management Planning" (Phillip Heeg); (11) "What Is the Message in the Medium? Mixed Signals

DESCRIPTORS- College Applicants; College Bound Students; *College Choice; *College Preparation; Higher Education; *Migrant Education; Migrant Youth; *Paying For College; *Scholarships; Student Financial Aid

This directory provides general information for students, parents, and counselors about college options for migrant youth. In addition to scholarships available through specific colleges, additional scholarship sources are listed as examples of the variety of funding available. "Planning for College during High School" lists steps to take each year in grades 9-12. "Steps for Applying to College" includes general guidelines for selecting a school, applying for admission, securing references, and following up. Approximate college costs for living at home and on campus are given for community colleges and 4-year public and private schools. Other resources include lists of 17 minority recruitment contacts at private colleges, 8 colleges offering summer college-readiness programs for high school students, and alternative college programs. Types of financial assistance are defined. Other issues addressed include: how to apply for financial aid, residency documentation, schools with high graduation rates, and scholarships offered by special interest programs. Contact information is given for 18 colleges. (SAS)

ED 417 060 RC 021 418

Poverty Reduction and the World Bank. Progress in Fiscal 1996 and 1997.
PUB DATE- 97
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Agriculture; Change Strategies; *Economic Development; Foreign Countries; *Human Capital; National Programs; *Poverty; *Poverty Programs; *Program Evaluation; Womens Education
IDENTIFIERS- Access to Health Care; *International Aid; *World Bank

This report reviews progress in implementation of the World Bank's poverty reduction strategy during fiscal 1996-97. Chapter 1, "The World Bank's Poverty Reduction Strategy and Future Directions," outlines elements in the poverty reduction strategy: policies to promote broad-based labor-demanding growth and increase the productivity and economic opportunities of the poor; policies and institutions to improve access to social services, especially basic education, primary health care, and nutrition; and safety nets and poverty-targeted programs for those who are heavily risk-prone or who cannot take advantage of income opportunities. Chapter 2, "Progress in Fiscal 1996 and 1997," examines progress in the preparation and quality of poverty assessments and country assistance strategies; reviews the Bank's poverty-targeted lending; and discusses the Bank's recent work on project participation by stakeholders, gender issues, and poverty monitoring in various regions of the world. Chapter 3, "Safety Net Programs: Lessons from Country Experience," examines recent experiences in safety net programs, which complement the main strategy of broad-based growth and investment in human capital. Appendix A describes the Bank's analytical work on poverty and presents summaries of poverty assessments for 32 countries. Appendix D describes objectives of the Program of Targeted Interventions (PTI) and lists 156 PTI projects with details on their specific objectives and strategies; 75 of these addressed human capital

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; Elementary Secondary Education; Grade 4; Grade 8; *Mathematics Education; *National Competency Tests; Problem Solving; *Standardized Tests; *Student Evaluation
IDENTIFIERS- *State Mathematics Assessment (NAEP)

This technical report from the National Assessment of Educational Progress (NAEP) 1996 State Assessment Program in Mathematics presents fourth- and eighth-grade cross-state results of the NAEP 1996 State Assessment in mathematics. However, no interpretations of the data are included. This report does include the revised results from comparable assessments conducted in 1990 and 1992. These revisions were required due to errors in the procedures that were originally used to develop the NAEP mathematics scale and achievement levels. Eight chapters contain information on results for the nation in the context of content strands and type of school, scale information by population subgroups, background information collected from students and teachers via interviews and questionnaires, and classroom practices related to mathematics instruction. (DDR)

ED 417 084 SE 061 208

Shettle, Carolyn F.
Who Is Unemployed? Factors Affecting Unemployment among Individuals with Doctoral Degrees in Science and Engineering. An SRS Special Report.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; Employment Patterns; *Engineers; Higher Education; Labor Economics; Science and Society; *Scientists; *Underemployment; *Unemployment
IDENTIFIERS- National Science Foundation

This document reports on the state of employment among individuals holding doctoral degrees in science and engineering. Definition of key terms, an executive summary, discussion of trends in doctoral science and engineering unemployment, examination of factors affecting unemployment in 1993, an exploration of changes in factors affecting unemployment since 1973, and a discussion of implications for future research are included. The appendices contain further information on unemployment, involuntary part-time employment, and involuntary out-of-field rates for selected subgroups within the doctoral science and engineering population in 1993; variables excluded from multivariate analysis; variables eliminated during the multivariate analysis for lack of statistical significance; other variables in the final model not discussed in the body of the report; and technical notes. Contains 22 references. (DDR)

ED 417 085 SE 061 215

Griffiths, David; Owen, Martin
Environmental Challenges: Making a Difference in the Classroom.
PUB DATE- 97
NOTE- 8p.; In: Proceedings of the Computer Assisted Learning (CAL97) Conference (March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Wade, Rahima C., Ed.
Community Service-Learning: A Guide to Including Service in the Public School Curriculum.
PUB DATE- 97
NOTE- 379p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Community Services; Elementary Secondary Education; *Public Schools; Public Service; *School Community Relationship; *Service Learning; Student Participation; *Student Volunteers

This book provides a comprehensive guide to help educators in K-12 service learning programs. Each of the book's four parts provides a different scope and purpose. Part 1, "Community Service-Learning," addresses the components of quality service learning programs and includes the chapters (all written by Rahima C. Wade) : (1) "Community Service-Learning: An Overview"; (2) "Preparation"; (3) "Collaboration"; (4) "Service"; (5) "Curriculum Integration"; (6) "Reflection"; and (7) "Building Support for Service Learning." Part 2, "Service Learning in Schools," introduces diverse models of service learning programs at the elementary, middle, and high school levels and contains chapters: (1) "Service Learning in a Democratic Society: Essential Practices for K-12 Programs" (Richard M. Battistoni); (2) "Elementary School Programs" (Carol Kinsley); (3) "Middle School Programs" (Felicia George); (4) "High School Programs" (Don Hill; Denise Clark Pope); (5) "Teachers of Service Learning" (Susan E. Seigel). Part 3, "Voices from the Field," allows students, agency members, and administrators to tell their own stories of service learning involvement through chapters: (1) "Classroom Teacher" (Donna Boynton); (2) "Student" (Tracy Thomas); (3) "Administrator" (Carolyn S. Anderson; Judith T. Witmer); (4) "School Program Coordinator" (Winifred Evers Pardo); (5) "Staff Developer" (James Toole; Pamela Toole); (6) "Community Agency Member" (David Kelly-Hedrick); (7) "Parent" (John G. Shepard); and (8) "Statewide Service Learning Coordinator" (Cynthia Parsons). Part 4, "The Future of Service Learning," asks readers to consider the future of service-learning in public schooling with: (1) "Challenges to Effective Practice" (Rahima C. Wade); (2) "Service Learning in Preservice Teacher Education" (Rahima C. Wade); and (3) "Service Learning in a Democratic Society: Conclusion." Appendixes contain: "Resources for K-12'; "Community Service-Learning Programs"; "Community Service-Learning Resource Kits"; and "References." (EH)

ED 417 108 SO 028 527

Brophy, Jere; VanSledright, Bruce
Teaching and Learning History in Elementary Schools.
PUB DATE- 97
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Case Studies; Field Studies; Grade 5; *History Instruction; *Intermediate Grades; Interviews; Qualitative Research; *Social Studies; Teaching Methods; United States History; World History

This book addresses the teaching and learning of history in the elementary grades. The literature review in the first two chapters presents an overview of scholarship in the field and partners and places; and infants, children, adolescents, and the elderly. Chapter 5, "Can I Get AIDS From...?" discusses: blood transfusions and organ transplants; health care workers; occupational risks; human bites; school settings; sharp objects; bloody contacts; sharing facilities; sharing quarters; touching; near-sex experiences; eating, drinking, and smoking; and insects and animals. Chapter six, "HIV Testing," answers questions about circumstances that have caused concern but have little or no risk for HIV infection. Chapter 7, "Caring for People with AIDS," examines: treatments for HIV and AIDS; finding help; getting support; help for helpers; and staying healthy. Chapter 8, "Ethics and the Law," discusses: legal issues; insurance; rights of people with HIV/AIDS; and difficult decisions and ethical dilemmas. Chapter 9, "Preventing AIDS," answers questions on: safe sex; condoms; and cleaning needles. The four appendixes offer: a glossary; symptoms of sexually transmitted diseases; descriptions of AIDS-defining opportunistic illnesses; and a list of national, state, and local resources. (SM)

ED 417 129 SP 037 729

George, Paul; Lawrence, Gordon; Bushnell, Donna
Handbook for Middle School Teaching. Second Edition.
PUB DATE- 98
NOTE- 596p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Organization; Classroom Techniques; Cognitive Style; Cooperative Learning; Curriculum Design; Discipline; Diversity (Student); *Early Adolescents; Emotional Development; Faculty Advisers; Family Involvement; Higher Education; Intellectual Development; Intermediate Grades; Junior High Schools; *Middle Schools; Physical Development; School Organization; Social Development; *Teaching Methods; Team Teaching

This book was written to fill the gap between educational theory and classroom reality which comes from the spectator learning experience in many teacher education programs. Chapters contain activities and readings to facilitate the action and reflection process. Part 1: "The Students," includes chapters entitled:(1) "Childhood into Adolescence"; (2) "Physical Development: Ten to Fourteen"; (3) "Intellectual Development: Ten to Fourteen"; (4) "Social and Emotional Development: Ten to Fourteen"; (5) "Student Differences in Mental Processing and Learning Style"; and (6) "Home, Community, and Middle School." Part 2: "The School" includes chapters entitled: (7) "Understanding the Middle School Concept"; (8) "Becoming the Very Best Team"; (9) "Interdisciplinary Team Planning and Support Skills"; (10) "The Teacher as Advisor"; and (11) "Curriculum: Integration, Exploration, and Assessment." Part 3: "The Strategies" includes chapters entitled: (12) "The Other Side of Discipline: Helping Students Take Responsibility"; (13) "Teacher-Directed Planning, Instruction, and Assessment"; (14) "Cooperative Learning"; (15) "Reaching Both Ends: Using Classroom Centers to Provide Work on Every Student's Level"; and (16) "Differentiating Instruction in the Regular Middle School Classroom." Includes an appendix with activities for Parts 1 and 2 and an index. References are included at the end of each chapter. (LH) skills necessary to become consumers of research. The course provided an opportunity for discussion of fundamental questions related to knowledge, knowing, and learning. Dialogue and reflective processes were the pathways into class assignments. A writing task emphasized critical analytic skills. A research task involved interactive processes around issues related to past experiences, subject matter, educational and social goals, teachers' and pupils' personalities, interests and talents, and resources available. The research task had three phases: choosing a topic; creative design and problem solving; and presenting the work to the group for critique. Data for the analysis came from teachers' journals, anecdotal records, interviews, group dialogue, and class products. Results showed that reflection, dialogue, and inquiry facilitated teachers' collaborative efforts toward identifying and resolving common challenges. Teachers reported concerns regarding curriculum design, teaching and learning, community relations, and assessment. Teachers reported negative academic self-efficacy. Females and elementary teachers were more apt to work in teams. About 20 percent of the research plans were rated excellent. (Contains 27 references.) (Author/SM)

ED 417 147 SP 037 791

Palmer, Ruth J.; Sherman, Sharon J.; Rothstein, Michael; Lupo, Theresa R.
Developing Personal and Professional Identity: Teaming, Dialogue, and Inquiry in the Sophomore Professional Field Experience.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College School Cooperation; *College Sophomores; Cooperating Teachers; *Discussion (Teaching Technique); Elementary Secondary Education; Feedback; *Field Experience Programs; Group Discussion; Higher Education; Preservice Teacher Education; Student Teachers; *Teamwork

This paper examines a model of supervision/field experience proposed for teacher candidates in the sophomore professional experience of a teacher preparation program. The approach envisions the sophomore experience as a dialogic process in which students and teachers construct knowledge and nurture dispositions needed for development of personal and professional identities. The model of reflective supervision involves integration of research literature and of theory-in-practice; framing and reframing of the activity; reflection (journaling, dialogue, and inquiry); self-regulation; and construction of knowledge. The sophomore experience group included 24 teacher candidates who participated in weekly college-based instruction. Reflection, dialogue, inquiry, and use of collaborative teams were introduced into the course. The supervisory team included one university faculty member, an ethnographer, and the classroom teacher. Four teacher candidates (two dyads) who were placed in two kindergarten classrooms were the study participants. Participants completed the five steps of the model. Data sources included their semester's journals, classroom discussions, dialogues, communications, and debriefing sessions among teacher candidates, faculty, and cooperating teachers. Results found that teamwork benefited the faculty, teachers, teacher candidates, and pupils. (Contains 11 references.) (SM) require student participation in determining goals for altering existing structures that contribute to gender bias and develop means for accomplishing those goals. Activities are designed for 15 3-hour classes. Each class is based on a practical problem related to gender equity. Supporting content is listed for each practical problem, followed by valued ends. Several suggested activities are provided. There are suggested resources for class reading and further reference lists to enhance the learning. Nonprint media and transparencies, and an observation instrument are also included. Contains 110 references. (SM)

ED 417 164 SP 037 810

Hurley, Noel; Mundy, Pamela
Technological Innovation: Teacher Preparation, Adaptability, and Effectiveness.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; Elementary Education; Elementary School Teachers; *Faculty Development; Foreign Countries; Inservice Teacher Education; *Teacher Attitudes; Teacher Competencies

This study examined elementary teachers' perceptions about their preparation for efficient, effective implementation of technology, the adaptability of technology to teaching style, and the effect on students of their technology use, investigating whether there was a correlation between those three variables. This work also examined the effects of the grade level in which the teacher taught on all three variables. Data came from a survey given to elementary teachers in a school that had recently introduced technology-based learning into a traditional school setting. The survey included 47 questions with a four-point response scale. The data were analyzed using descriptive statistics, correlation analysis, and one-way analysis of variance. Results indicated that teachers felt strongly that they had been efficiently and effectively prepared for implementing technology, that technology was adaptable to their teaching styles, and that the use of technology positively affected students. There was a positive correlation between the variables "preparation for technology" and "effect on students" and "preparation for technology" and "adaptability of technology to teaching style." Teachers were still at the developmental stage in implementation. The grade level in which teachers taught had no effect on the three variables. (Contains 4 tables and 19 references.) (Author/SM)

ED 417 165 SP 037 811

Ceyanes, Jason; MacNeil, Angus
How Teachers Create Trusting Relationships with Their Principals.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Interpersonal Relationship; Parent Teacher Cooperation; *Principals; Tables (Data); *Teacher Administrator Relationship; Teacher Behavior; *Teacher Characteristics; Teacher Responsibility; Teacher

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; General Education; Higher Education; Inservice Teacher Education; Majors (Students); Preservice Teacher Education; Student Educational Objectives; *Student Teacher Evaluation; Student Teachers; *Student Teaching
IDENTIFIERS- Central Missouri State University

This paper describes steps by which Central Missouri State University's (CMSU) professional education unit integrated general education, major, and professional outcome into comprehensive performance assessment processes and materials for student teachers. In the early 1990's, CMSU redesigned its general education program using faculty from around the campus. A new university studies program was approved, replacing the general education program. It featured liberal arts prominently and offers cultural interaction, personal interaction, and integrative study components. Four outcomes unified the program: communication, thinking, interacting, and valuing. In 1994, the teacher education unit began incorporating the four outcomes into undergraduate professional majors and professional studies. In preparing for a 1997 National Council for Accreditation of Teacher Education (NCATE) continuing accreditation visit, all departments with majors for preservice teachers were required to develop program descriptions that included student performance outcomes for their major and explained how their major would further develop student performance of the four outcomes. In response to a call for teacher preparation standards, CMSU began integrating the four performance outcomes in 1996 using the student teaching evaluation document (which would document students' mastery of exit outcomes). It was required that all three members of the student teaching triad (student, supervising teacher, and university supervisor) fill out the evaluation document. The efforts resulted in an umbrella document for all disciplines. The new umbrella document was piloted in 1996 and put into effect in 1997. (SM)

ED 417 183 SP 037 830

Bradshaw, Lynn K.; Buckner, Kermit; Hopkins, Peggy
Singing from the Same Sheet: Collaborative Efforts for Leadership Development.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Conference of the National Staff Development Council (Nashville, TN, December 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Qualifications; *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; *Leadership Qualities; *Leadership Training; *Principals
IDENTIFIERS- East Carolina University NC

This paper describes a collaborative model for assessing and developing leadership skills in school administrators. Representatives of East Carolina University's (ECU-North Carolina) School of Education and local school districts collaborated to identify future leaders, assess their leadership skills, and provide continual development. The pilot measured by an NAEP construct. Sets of these forms could be administered, in random order, to students in the schools. This would replace the balanced incomplete block design (BIB) currently used. Assessments constructed under the BIB design do not closely represent, at least for the 1996 science assessment, the content framework. Enhanced procedures are also suggested for developing precise content and statistical specifications for individual forms and procedures for pretesting items. The basic scores that ACT suggests using for producing group assessment results are calculated by weighting item scores from multiple-choice and constructed-response items, where the weights are determined, a priori, by content specialists. These weights should relate more closely to the weighting intended by content specialists than do current NAEP weights. Scaling, equating, and score distribution estimation methods are described that rely on less stringent psychometric and statistical assumptions than do current procedures. Issues in sampling that include sample size requirements, sample design, and estimating standard errors are also examined, as are procedures for reporting score distributions that reflect group performance on content domains. The feasibility of using such domain scores to measure trends and to facilitate setting NAEP standards is explored. ACT recommends focusing on the design of assessments and the data collection methods rather than on complex analysis procedures. (Contains 18 tables, 9 figures, and 41 references.) (SLD)

ED 417 200 TM 028 141

Johnson, Eugene G.; Lazer, Stephen; O'Sullivan, Christine Y.
NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Integrated Activities; *Measurement Techniques; National Surveys; *Research Design; Research Reports; *Scoring
IDENTIFIERS- *National Assessment of Educational Progress

Chapters in this report outline the potential plans for the redesign of the National Assessment of Educational Progress (NAEP). It is argued that any successful redesign must consider the NAEP as a whole. This report reviews overall NAEP designs and discusses the implications that each of the designs has for various functional areas. The following chapters are included: (1) "Introduction" (Eugene G. Johnson and Stephen Lazer); (2) "An Integrated Approach to the Redesign of NAEP" (Eugene G. Johnson); (3) "Potential Designs for NAEP" (Eugene G. Johnson); (4) "Measuring Cognitive Skills" (Stephen Lazer, Robert J. Mislevy, Kim R. Whittington, and William Ward); (5) "Measuring Contextual Information" (Gita Z. Wilder); (6) "Sampling" (Keith Foster Rust and Juliet Popper Shaffer); (7) "Data Collection" (Nancy W. Caldwell); (8) "Scoring" (Christine Y. O'Sullivan); (9) "Analysis" (Eugene G. Johnson and James E. Carlson); and (10) "Reporting" (Stephen Lazer and Eugene G. Johnson). An appendix contains the policy statement on redesigning the NAEP from the National Assessment Governing Board and "An Operational Vision for NAEP--Year 2000 and Beyond" from the National Center for Education Statistics. (SLD)

Requirements; *High School Students; High Schools; Reading Achievement; Reading Comprehension; *Reading Tests; Standardized Tests; State Programs; *Test Use; *Testing Programs
IDENTIFIERS- New Jersey; *New Jersey High School Proficiency Test

This paper describes New Jersey's High School Proficiency Test (HPST) in reading, one of three tests given to all 11th graders as a state graduation requirement. Each reading passage represents one of four test types (narrative, informational, persuasive/argumentative, and workplace). Each passage is followed by multiple-choice items and at least one open-ended item, to measure literal (on-the-line), inferential (between-the-lines), and applied or critical inferential (beyond-the-lines) comprehension. The author concludes that the test responds favorably to several criticisms leveled against standardized reading tests, By using longer text or intact passages drawn from published academic, literary, or institutional sources, the test reasonably reproduces the kinds of academic reading tasks regularly faced by students. However, by failing to measure content-specific comprehension separately, the test does not account for students' differential content schemata. (Contains 19 references.) (Author/SLD)

ED 417 220 TM 028 177

Chevalier, Shirley A.
A Review of Scoring Algorithms for Ability and Aptitude Tests.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Algorithms; *Aptitude Tests; Cognitive Tests; *Guessing (Tests); Item Response Theory; Reliability; *Scoring; Validity
IDENTIFIERS- High Stakes Tests; Number Right Scoring; Partial Credit Model

In conventional practice, most educators and educational researchers score cognitive tests using a dichotomous right-wrong scoring system. Although simple and straightforward, this method does not take into consideration other factors, such as partial knowledge or guessing tendencies and abilities. This paper discusses alternative scoring models: (1) credit for omissions; (2) disproportionate correction for wrong versus omitted items (correcting for guessing); (3) scoring only for items that a given examinee is expected to get right based on one-parameter item response theory (Lawson, 1991); and (4) scoring using various partial credit models, including misinformation. The literature regarding the utility of each algorithm, including validity and reliability, is also summarized briefly. Psychologists should be familiar with alternative scoring strategies, since such strategies can be useful in the design, administration, or analysis of results from measures of cognitive abilities, especially in high stakes testing. Findings from this exploration indicate that correction for guessing formulas do not show significant benefits over conventional scoring (no correction), and while results on partial credit scoring algorithms are inconclusive, the observed slight increases in reliability and validity do not justify the additional complexity, time, and cost involved in developing, administering, scoring, and interpreting test

(Asian, Black, Hispanic, Indian, White, foreign) of the student population in Maryland higher education institutions in 1989 when Maryland had enrolled its most diverse student body to date, with the highest rate of enrollment growth for Hispanic and Asian American students. Although Black students were enrolled at their highest level ever, they accounted for a smaller share of total minority enrollment than in the past; Whites accounted for a smaller share overall. The largest minority group increases were from the Maryland suburbs of Washington, DC. Foreign students had a strong tendency to be enrolled at advanced levels of study, with over half in graduate and professional programs, and were more likely to be enrolled at a four-year public campus or an independent institution rather than a community college. Blacks were more likely than others to be enrolled at the undergraduate level. Women's enrollment levels remained higher than men's, but there were significant differences in the proportion of men and women for different ethnic/minority groups. (MSE)

ED 416 787 HE 031 036

The Counselor's Handbook for Postsecondary Schools, 1998-99.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *College Bound Students; College Students; Computer Networks; *Electronic Text; *Eligibility; Federal Programs; *Financial Aid Applicants; High Schools; Higher Education; Information Sources; *Records (Forms); Scheduling; School Responsibility; *Student Financial Aid; World Wide Web
IDENTIFIERS- *Free Application for Federal Student Aid; Higher Education Act 1965

This guide is designed to help school counselors advise college-bound students and college students about the federal student financial assistance programs available through the Department of Education. The first section gives general information on the aid programs, eligibility requirements, and how a student demonstrates financial need. The second section gives detailed information on the application process, using the Free Application for Federal Student Aid form (FAFSA), including renewal FAFSA, FAFSA on the World Wide Web, FAFSA Express, renewal FAFSA on the Web, use of electronic data exchange, obtaining signatures when applying electronically, receiving a student's application data, submitting the initial application, how the application is processed, reviewing the forms resulting from submission of FAFSA, making information changes, using professional judgment in overriding dependency determination, the "school use only" box on the form, documenting eligibility, handling feedback from the processing system, and 1998-99 application deadlines. The final section walks through completion of the FAFSA form by section and line. An appendix lists organizational and print sources of additional information. (MSE)

ED 416 788 HE 031 037

Annual Student Remediation Report, 1996-97.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

CPI, with 10 to 15 percent receiving extensive training in assessment-as-learning and/or total quality management. Approximately 40 percent of the faculty have added performance-based assessments to their classes. Over 5,400 students have been exposed to CPI through special workshops, speeches, articles, and in-class discussions. All incoming freshmen and new faculty receive a formal introduction to CPI during orientation. Individual sections of the report include an overview, description of the project's purpose, background and origins, activities, and evaluation/results. Attached exhibits include flow charts, CPI principles, brochures, evaluation details, curriculum materials, and a list of dissemination materials. (DB)

ED 416 807 HE 031 071

Mills, Thomas J.; Campbell, Jean B.
Educational Use of Foreign Students and Americans Returned from Study Abroad: A Project To Improve Global Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Cross Cultural Training; Elementary Secondary Education; Foreign Countries; *Foreign Students; *Global Approach; Higher Education; *International Education; Multicultural Education; School Community Relationship; Student Participation; *Study Abroad
IDENTIFIERS- *University of Oregon

This final report describes activities and accomplishments of a three-year project at the University of Oregon to utilize Americans returning from study abroad and international students as educational resources in global education to campus, K-12 schools, and the community. Courses were initiated on overseas study predeparture, overseas study re-entry, cross-cultural issues, and global education for teachers. The project involved 93 students returning from study abroad who made 218 visits to K-12 schools and participated in a variety of related campus and community activities. International students made presentations and spoke to language classes. Two courses for teachers were designed and three one-credit courses for students preparing or returning from study abroad and international students were implemented. The study was evaluated positively by participants and those receiving their services and major project goals were met. Individual sections of the report describe the project's purpose, background and origins, goals and associated accomplishments, evaluation, dissemination, and continuation plans. Thirteen appendices provide data on participants, course syllabi, participant questionnaire results, the external program evaluation report, and the program brochure. (DB)

ED 416 808 HE 031 072

Barnes, Barbara
Westchester Colleges Project on Racism-Free Learning Environments.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 349p.

ED 416 825 IR 018 720

Moon, Fletcher F.
The CREATE Network (Computer Resource Educational Access in Tennessee Education).
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; *Black Colleges; Computer Networks; Federal Programs; Grants; Higher Education; Information Retrieval; *Information Technology; Libraries; *Library Automation; Library Cooperation; Library Education; Library Funding; Library Services; Microcomputers; Online Systems; *Professional Training
IDENTIFIERS- Fund for Improvement of Postsecondary Education; *Technology Integration; Tennessee State University

The CREATE Network (Computer Resource Educational Access in Tennessee Education) brought together library professionals from Tennessee's seven historically black colleges and universities (HBCUs) for purposes of training and implementation of library applications of computer-based information technology. Annual training seminars were held at Tennessee State University in Nashville for participants from American Baptist College, Fisk University, Knoxville College, Lane College, LeMoyne-Owen College, Meharry Medical College, and the host institution. Participants then returned to each campus to implement this technology. The project helped to bring library applications of computer technology to several institutions in a cost-effective manner, provided a means to increase their to information, developed training opportunities for effective use of technology in their respective campus environments, and enabled libraries in these colleges to remain viable information resources despite constraints in fiscal, physical, and human resources. Also includes: "Historically Black College and University Libraries in the New Millennium" (Lorene B. Brown)--a keynote address at the opening session of the CREATE Network Training Seminar (May 11, 1992); and "Maintaining Continuity in the Midst of Constant Change: The CREATE Network Project at Tennessee State University" (Fletcher F. Moon)--a paper presented at the Black Caucus of the American Library Association, National Conference of African-American Librarians (Milwaukee, Wisconsin, August 5, 1994). (Author/SWC)

ED 416 826 IR 018 721

Koschmann, Timothy
Computer-Supported Problem-Based Learning. Final Grant Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 54p.; For appendices 1-5, see ED 360 971, ED 392 440, ED 400 783, EJ 513 823, and EJ 514 954.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; Cooperation; *Courseware; Educational Technology; Federal Programs; Grants; Higher Education; *Learning

access to computing. Playing games was the most common use, although computers were also used for other purposes including school-related activities. Parents and siblings were found to be important role models for computer use. Results of a 1994 teacher survey and a literature review are appended. (Contains 11 references.) (MES)

ED 416 842 IR 018 740

Downes, Toni; Reddacliff, Cathy; Moont, Sue
Children's Use of Electronic Technologies in the Home (Based on Structured Interviews with 275 Children in Eleven Primary Schools in Urban Sydney).
SPONS. AGENCY- Compaq Computers (Australia).; Western Sydney Univ., Macarthur (Australia).
PUB DATE- 96
NOTE- 18p.; For related papers, see IR 018 739 and IR 018 741.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Children; Computer Uses in Education; Elementary Education; *Family Environment; Foreign Countries; Interviews; *Microcomputers; Questionnaires; Role Models; Use Studies
IDENTIFIERS- *Access to Computers; Australia (Sydney); *Computer Use; Home Computers

This study examined similarities and differences among children who regularly use computers at home, including difference in their families and communities. The following characteristics were identified as key factors that might be associated with differences: gender, age, parental computing experiences, number of computers in the home, socio-economic and cultural factors, and school experiences. Differences were investigated in terms of children's perceptions of their access to and use of computers. Topics explored included children's ways of using the computer, ways of learning to use the computer, and who they perceive owns the computer. A total of 275 children in grades 3-6 from nine schools in Sydney (Australia) were interviewed. Results indicated that there are a number of children in today's classrooms who are confident, competent, and regular users of computers in their homes. These children use computers for a variety of purposes and are comfortable moving between playing games and doing work on the computer. While game playing remains the most common activity, many children regularly write, draw, and use information-based programs for leisure as well as school-related work. Generally, the children came from homes where other family members also use the computer for a variety of work-related and leisure activities. The interview schedule is appended. (MES)

ED 416 843 IR 018 741

Downes, Toni; Reddacliff, Cathy
Children's Use of Electronic Technologies in the Home (Based on Structured Interviews with 14 Children, Their Parents and Their Teachers from a Wide Cross Section of Urban Sydney).
SPONS. AGENCY- Compaq Computers (Australia).; Western Sydney Univ., Macarthur (Australia).
PUB DATE- 97
NOTE- 25p.; For related papers, see IR 018 739 and IR 018 740.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Programs; Adults; Libraries; Library Funding; Library Planning; *Library Services; *Program Implementation; Public Relations; Publicity; User Needs (Information); *Users (Information)

Programming effectively meets informational, educational, and recreational needs of adult library users, but often receives less attention than other services. This program planning guide demonstrates that adult programming is an essential library service appropriate for a wide variety of libraries, and provides practical assistance in planning programs. Whether it be book discussions or computer instruction, successful programs have a tremendous public relations value for enhancing the positive image of the library. This step-by-step guide goes through the nuts and bolts of programming--from how to assess the community for program potential to how to do evaluation and follow-up. It also covers how to generate ideas for programs and select a topic, and how to determine the best formats for programs. In addition, the book provides guidance on how to find funding for programs, how to recruit participants, and how to publicize programs. Appendices include: sample programming policy statement; program planning form; program planning checklist; sample press release; sample public service announcement; audience evaluation form; program report and evaluation form; selected bibliography; and list of standard reference sources helpful in planning programs. (Contains 79 references.) (SWC)

ED 416 860 IR 056 839

Promoting Reading and Library Use in Your School: A Resource Pack. Series of Caribbean Volunteer Publications, No. 13.
PUB DATE- 94
NOTE- 66p.; Some pages may not reproduce clearly. Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Foreign Countries; *Information Skills; *Library Instruction; Library Skills; Literature Appreciation; Reading; *Reading Habits; *Reading Motivation; *School Libraries; Users (Information)
IDENTIFIERS- Dominica; Voluntary Services Overseas (United Kingdom)

This resource guide contains worksheets and ideas that can be used to promote reading and library use in a school library setting. The pack provides a framework around which a program of library and information skills training can be built, and suggests activities for reinforcing the lessons learned at each stage of the process. Many of the activities are designed to build confidence, familiarity, and enthusiasm in the use of the library and its resources. The guide is divided into three sections: (1) "Learning To Use the Library: Library Skills"--what is a library, what is the difference between fiction and non-fiction, how are books arranged on shelves, and how to take care of books; (2) "Making the Most of Books: Information Skills"--how to extract the right information from books once they have been located in the library; and (3) "Enjoying

NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Childrens Literature; English (Second Language); Expenditures; Family Literacy; Federal Programs; Grants; Inservice Education; Library Role; *Library Services; *Literacy Education; Preschool Education; Public Housing; Public Libraries; *Story Reading; Tutoring; Tutors; *Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Maryland (Anne Arundel County); Project Head Start; Volunteer Recruitment

This final performance report for the Anne Arundel County (Maryland) Public Library literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the project goal--to provide county citizens with better access to literacy services--and the following related objectives for 1992-93: (1) 60 parents or caregivers will practice how to read aloud with their children for six weeks at three public housing and Head Start sites; (2) 30 additional students will request reading lessons from the Anne Arundel County Literacy Council (AACLC); (3) nine student support meetings will be held; (4) six tutor in-service meetings will be held; and (5) four literacy tutor training workshops will be held at various sites. Proposed and actual expenditures are compared. Activities undertaken are described, including materials purchased and training sessions. The role of the library is discussed; the contributions of other organizations are summarized; facilities used are listed; and the impact of the project is considered. Attachments include flyers, tips for reading to children, booklist, newsletter, newspaper clipping, AACLC information, and AACLC tutor manual. (MES)

ED 416 878 IR 056 903

Apfel, Cathy
Fitchburg Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; English (Second Language); Expenditures; Family Literacy; Federal Programs; Grants; High School Equivalency Programs; Library Role; *Library Services; *Literacy Education; Public Libraries; Publicity; Resource Materials
IDENTIFIERS- Library Services and Construction Act; Massachusetts (Fitchburg)

This final performance report describes Project FLASH (Family Learning Action Starts Here), a literacy project of the Fitchburg (Massachusetts) Public Library designed to provide opportunities for parents to improve their own basic skills while at the same time enhancing their ability to provide literacy-based activities to their children. The report begins with a section that provides quantitative data. A narrative section describes activities and compares actual universities (n=522) were administered the Library Anxiety Scale (LAS) and the Demographic Information Form (DIF). The LAS, a 43-item 5-point Likert-format instrument, assessed levels of library anxiety based on the five antecedents. The DIF recorded relevant demographic information, including gender, age, native language, year of study, academic achievement, course load, number of credit hours, number of library instruction courses taken, computer experience, study habits, employment status, distance between home and the library, frequency of library visits, and reasons for visiting the library. Data were analyzed to determine the relationship between the antecedents of library anxiety and selected variables. Based on the findings, recommendations specific to each antecedent were developed. (Contains 10 references.) (MES)

ED 416 896 IR 056 924

Jiao, Qun G.; Onwuegbuzie, Anthony J.
Library Anxiety: Characteristics of "At-Risk" College Students.
PUB DATE- 95
NOTE- 11p.; Paper presented at the Annual Mid-South Educational Research Association Conference (Biloxi, MS, November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Anxiety; *College Students; Demography; English (Second Language); Factor Analysis; *High Risk Students; Higher Education; Likert Scales; *Student Attitudes; Student Characteristics; Student Surveys; *Users (Information)
IDENTIFIERS- *Library Attitudes

This study investigated the antecedent correlates of library anxiety, specifically characteristics of library-anxious students and factors which place them at risk. The following factors were considered: gender; age; native language; year of study; academic achievement; course load; number of earned credit hours; number of library instruction courses; computer experience; study habits; employment status; distance between home and the library; frequency of library visits; and reasons for visiting the library. Students from two universities (n=493) were administered the Library Anxiety Scale (LAS), a 43-item 5-point Likert-format instrument which assessed levels of library anxiety. Data indicated that students with the highest levels of library anxiety tended to be male, undergraduate, not speak English as their native language, have high levels of academic achievement, be employed either part- or full-time, and visit the library infrequently. Recommendations include making both librarians and teaching faculty aware of the characteristics of high-anxious students, as well as increasing the accessibility of anxiety-reducing interventions which focus on developing affective skills. Particular attention should be paid to students whose native language is not English, and library instruction should be introduced at the high school level. (Contains 17 references.) (MES)

ED 416 897 IR 056 925

Cahalan, Margaret W.; Justh, Natalie M.; Williams, Jeffrey W.
Academic Libraries: 1994. National Center for Education Statistics, E.D. Tabs.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98

Technical College.
PUB DATE- 96
NOTE- 128p.; Ed.D. Practicum. Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; *Committees; Faculty College Relationship; Faculty Development; *Faculty Handbooks; Program Development; School Policy; Teacher Orientation; Teacher Role; Technical Institutes; Two Year Colleges
IDENTIFIERS- York County Technical College ME

Maine's York County Technical College (YCTC) undertook a project to develop a handbook for adjunct faculty that provided information on campus procedures, available resources, and general teaching techniques. The discussion began with a review of related literature to determine the value of adjunct faculty to two-year colleges, the value of handbooks for adjuncts, and potential handbook content and format. Following the review, sample adjunct handbooks were obtained from three two-year colleges and a matrix of content was compiled from the samples. Criteria for the YCTC handbook were then developed by a formative committee of two full-time and two adjunct faculty at the college and validated by a summative committee of academic deans. Draft versions of the handbook were then prepared, circulated, and revised. The final handbook should increase communication between adjunct faculty and department leaders and improve classroom management for new teachers. Appendices provide lists of members of the formative and summative committees, a description of duties for both committees, minutes from formative committee meetings, the handbook criteria developed in the project, response and validation forms and letters from the summative committee, and the final YCTC Adjunct Faculty Handbook. (Contains 11 references.) (BCY)

ED 416 916 JC 980 116

Rainone, John J.
Development of a College Success Management Course for York County Technical College.
PUB DATE- 97
NOTE- 53p.; Ed.D. Practicum. Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Curriculum; College Freshmen; *Committees; Comparative Analysis; *Course Objectives; Critical Thinking; *Curriculum Development; Curriculum Research; Instructional Improvement; Program Development; Student Development; *Study Skills; Technical Institutes; Two Year College Students; Two Year Colleges
IDENTIFIERS- York County Technical College ME

Maine's York County Technical College (YCTC) developed a College Success Management course to help students learn and adopt strategies that promote their college success. In designing the course, a review of related literature was completed to determine the background and purposes of student success

Included in the document are a copy of the Policy and Guidelines for Distance Education taken from the North Central Association Commission on Institutions of Higher Education. (YKH)

ED 416 934 JC 980 137

Tobolowsky, Barbara
Improving Transfer and Articulation Policies. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Articulation (Education); College Preparation; College School Cooperation; Community Colleges; *Intercollegiate Cooperation; Policy Analysis; School Policy; School Role; Student College Relationship; Student Needs; *Transfer Policy; Transfer Programs; Transfer Rates (College); Transfer Students; Two Year Colleges

This digest examines community college transfer and articulation and presents suggestions for more effectively meeting the needs of students. Community colleges should provide a base of education, vocational or general, which enables students to transfer successfully to a four-year institution, reenter the workforce, and/or advance their careers. To ensure the smooth transition of students transferring to a baccalaureate institution, community college faculty and administrators must also collaborate with their university peers to develop a seamless transfer curriculum. Evaluating the success of community colleges in this articulation and transfer process is often difficult, due to the complexity of the assessment process and the many variables involved. Various methods for calculating transfer rates that result in a large range of different outcomes are listed. More accurate models, which also take transfer readiness into consideration, have been developed as well, and provide an improved measure of transfer student success. While no standard measure of transfer rates exists, each methodology offers insight into a community college's effectiveness in serving its ever-changing population. (YKH)

ED 416 935 JC 980 138

Iwanaga, John
Presidents and Trustees in Partnership. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Evaluation; *Administrator Role; Board of Education Policy; *Board of Education Role; Boards of Education; *College Governing Councils; *College Presidents; Communication Skills; Community Colleges; Crisis Intervention; Governing Boards; Organizational Communication; Partnerships in Education; *Trustees; Two Year Colleges

this approach. The paper claims that Velasquez's painting provides a powerful image to describe what interpretive research is all about: The painter is inside the painting--as he paints others, he is painting himself. In other words, in the interpretive paradigm, the researcher is inside the research situation and cannot be an outsider. The paper maintains that metaphor can be used within research as a sophisticated conceptual structure, as the imaginative rationality which illuminates the experience, and as a way of creating new gestalts. It is noted that during the study of the master teacher, the metaphor of the "Large Table" emerged, much like King Arthur's Round Table, as the center of power and community-building in the classroom. This metaphor provided coherence and descriptive strength to the study's naturalistic observations. The paper includes a model of interpretive research procedures and theoretical background. (Contains 51 references.) (EV)

ED 416 954 PS 025 893

Bounds, Betsy; Gould, Albert
Families First. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Demonstration Programs; *Family Programs; *Family School Relationship; *High Risk Students; Inservice Education; Parent Education; Parent Participation; Parents; *Preschool Children; Preschool Education; Preschool Teachers; Program Effectiveness; Program Evaluation; School Activities; Summer Programs
IDENTIFIERS- Tucson Public Schools AZ

A model program was developed and implemented by the Tucson Unified School District in Arizona to establish a family-school partnership to improve the educational achievement of at-risk preschool students. Program participants included 411 at-risk students, 405 families, and 25 staff members. The program, entitled Families First, provided inservice training for teachers and professional staff, training for parents and families, support networks for parents, direct parent involvement in the schools, and summer programs over the course of 3 years. An evaluation of the program found that the majority of participating parents had realistically high expectations for their children, that increasing numbers of parents became involved in their children's education, that nearly half of the parents implemented educational recommendations for their children at home, that children have made statistically significant gains in achievement, and that teachers and professional staff have become more proficient in working with at-risk students and their families. (MDM)

ED 416 955 PS 025 924

Hannon, Jean
How Will Implementing Authentic Assessment Procedures during Choice Time Affect Teacher/Parent Communication?
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Differences; Sex Discrimination; *Sex Role; Withdrawal (Education)
IDENTIFIERS- Barbados; *Caribbean Islands; *Gender Issues; Saint Vincent; Trinidad and Tobago

Research into the relationship of sex differences, gender and educational attainment has drawn upon biological, psycho-social and more recently, political theories to help explain results that differentiate the performance of boys and girls. This research report addresses the problem of gender differentiated achievement and retention, but approaches it from a distinct angle: exploring why females have stayed-on in schools and achieved comparatively better educational achievement scores in the Caribbean countries of Trinidad, Barbados, and St. Vincent. (These results are consistent throughout the educational system of these countries: in primary and secondary schools, across social classes, in most curriculum subjects and across various types of stratified secondary schools.) Following the introduction, the report's second chapter presents case study data from secondary schools in Trinidad. The third chapter presents case studies data from primary schools in Trinidad. The fourth chapter presents a quantitative survey, the Harbour Sixth Form School case study, and South Female-only School case study. The fifth chapter presents data results from the quantitative survey of St. Vincent. The report concludes with a summary of the quantitative surveys to assess success from one island to another, qualitative case studies to provide insights into classroom process, and comparative information concerning research questions that underlie the studies. (Contains 30 references.) (Author/SD)

ED 416 972 PS 026 227

Watkins, Anne
Child Development: A Guide for All Those Involved in the Care and Education of Children 0-2 Years Old. Series of Caribbean Volunteer Publications, No. 22.
PUB DATE- 96
NOTE- 29p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Cognitive Development; Day Care; *Developmental Stages; Educational Planning; Emotional Development; Individual Development; Infant Care; *Infants; Learning Activities; Physical Development; Preschool Education; Social Development; *Toddlers; Toys

Based on the assumption that a knowledge of child development is essential when planning an early childhood program, this booklet provides information on the typical development of children from birth to two years. The booklet begins with a description of stages of physical, mental, and social development and presents a chart illustrating the variation in the appearance of developmental milestones, such as locomotion. Section 1 of the booklet addresses physical development, describes ways to create a safe, stimulating environment, discusses the importance of play for development, and suggests toys to enhance development. Section 2 briefly discusses intellectual development and language acquisition and focuses on the importance of talking and reading with infants. Section 3 addresses social and emotional development, focusing on significant relationship with the ability of women with young children to remain independent of welfare; (3) the presence of young children (age 0-6) and use of child care were important determinants of women's ability to work and remain economically independent; and (4) effects of education on welfare are unclear. (Contains 2 appendices of statistical data and 14 references.) (SD)

ED 416 989 PS 026 261

Brandon, Richard N.; Smith, Diana
Access to Quality Early Childhood Care and Education. Background Paper for the Quality Child Care Think Tank. Draft.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Day Care; *Early Childhood Education; *Educational Finance; Educational Quality; *Financial Support; Government Role; Parent Financial Contribution; Parent Role
IDENTIFIERS- Access to Services; Availability (Programs and Services); Business Role; Day Care Quality; Quality of Care

This background paper discusses the current system of child care finance in Washington State and analyzes options for improvement. It describes prominent characteristics of the early childhood care and education system, findings relating program quality to staff/child ratios and staff educational levels, characteristics of quality, parent preferences about care, needs for quality care, and the current financing system. A model of financing is presented involving individual employee benefit accounts for early childhood care and education. These accounts would have a 50/50 employer match which can be saved and invested, and drawn down as needed. The government would provide tax incentives to employees and employers to create a backup pool for non-covered employees and to invest in teacher training. Preliminary cost estimates for parents, government, community, and employers are discussed. The report also examines the increased costs of moving to a high quality child care and education system. Mechanisms to directly link funding to quality through a combination of regulation and incentives are examined. The report's appendix compares early childhood care and education in the United States and other countries, delineates different ways to finance early childhood education, and illustrates the use of sliding fee scales. An annotated list of national and state resources in child care, early education, and work/family relationship concludes the report. (KB)

ED 416 990 PS 026 267

Chittenden, Edward; Jones, Jacqueline
Science Assessment in Early Childhood Programs.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Forum on Early Childhood, Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

Student Adjustment
IDENTIFIERS- Externalization; Internalization; Strategy Choice

This study compared the coping strategies used by children residing with single caregivers to those used by children residing with dual caregivers. Participating were 30 children in grades 4 through 6: 15 children living in families with 1 adult present and 15 children living in families with at least 2 adults present. Measures of anxiety, attention, aggression, externalization, and internalization were obtained by means of the Child Behavior Checklist, based on daily classroom observations of behavior and coping strategies that were recorded in journal entries. The results indicated that students from single caregiver families had more problems in the areas of attention and exhibited more aggression and externalization of behaviors than students from dual caregiver families. There were no differences between the two groups in terms of anxiety and internalization. (KB)

ED 417 008 PS 026 306

Freeman, John A.
Contextual Contrasts between Improving and Stable Elementary Schools in Louisiana.
PUB DATE- 97
NOTE- 47p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Memphis, TN, November 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Change Agents; Change Strategies; Comparative Analysis; Context Effect; Educational Change; *Educational Development; *Educational Improvement; Educational Innovation; Educational Practices; *Elementary Education; Principals; Resistance to Change; School Based Management; Social Differences; Staff Development; Surveys; Teacher Administrator Relationship
IDENTIFIERS- Louisiana; School Improvement Survey

This study examined whether context and other variables differentiated between improving and stable Louisiana schools. Participating were principals of 124 improving and 124 stable schools, with a final response rate to a mail survey of 69 percent. The School Improvement Survey, developed for this study, assessed six areas: (1) demographic and school characteristics; (2) basic school information collected by the Louisiana Department of Education such as faculty size and student daily attendance; (3) site-based management information; (4) external change processes; (5) internal conditions and potential for innovation; and (6) new initiatives for improvement. Among the major findings were: (1) there was a higher percentage of African American principals in improving than in stable schools; (2) improving schools with low SES student populations had the highest suspension rates; (3) principals of low SES indicated more shared decision making than those in middle SES schools; (4) more rural/town and urban fringe schools than metropolitan schools indicated that the goal of change is to make school a better place for children to learn, while more metropolitan schools indicated that the goal is to improve schools and professionalism; (5) there were more staff development programs initiated internally in the past 4 years in improving than in stable schools; and (6) there was greater district monitoring of the results of school improvement attempts in improving than in stable schools.

To Work Initiative); (3) poverty (poverty rate, programs to assist poor families, welfare reform); (4) child abuse and neglect (fatalities, child protection system, Marion County consent decree, Children's Trust Fund); (5) education (high school graduation, dropouts, retention, postsecondary education plans); (6) health (prenatal care, low birthweight, immunizations, lead poisoning, mental health, health insurance); (7) infant, child, and teen deaths; (8) teens' high-risk behaviors (sexual behavior, pregnancy, substance abuse); and (9) juveniles and the law (Uniform Crime Report, teens as victims). The report notes that although most of Indiana's children are doing well, the safety net for poor or troubled children is fragile. The report's appendix presents indicators, data sources, and data tables. (Contains 112 footnotes.) (KB)

ED 417 025 PS 026 335

Douglas, Dorothy, Ed.
Alaska's Children, 1997.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 97
NOTE- 44p.; For 1996 quarterly reports, see ED 414 081.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Brain; Change Strategies; Child Health; Community Services; Crime; Delinquency; Early Childhood Education; Family Needs; Family School Relationship; Health Insurance; Low Income Groups; Poverty; Preschool Children; *Public Policy; School Community Relationship; State Programs; Volunteers; *Well Being; *Young Children
IDENTIFIERS- Alaska; Alaska Childrens Trust; Brain Development; Community Based Programming; *Project Head Start; Public Awareness

These four issues of the "Alaska's Children" provide information on the activities of the Alaska Head Start State Collaboration Project and other Head Start activities. Legal and policy changes affecting the education of young children in Alaska are also discussed. The Spring 1997 issue includes articles on brain development and the "I Am Your Child" public engagement campaign. The Summer 1997 issue focuses on providing continuity and effective learning environment during the transitions in the lives of young children. The Fall 1997 issue focuses on children who lack health insurance and their outcomes, reasons for the loss of health insurance coverage for children and families, and options for Alaska, including participation in the federal Child Health Insurance Assistance Program. This issue also describes the Quilt Project, in which child and adult volunteers create quilts for families of newborns in Sitka. The Winter 1997 issue contains articles on suggested systems changes related to juvenile crime; community planning for the delivery of integrated education, health, and social services; and quality early care and education. An additional article examines the impact of poverty on Alaska Head Start families and how Head Start helps families combat the multiple problems of poverty. Regular features in each issue include a calendar of events; "Children's Cabinet News," containing updates on government- and privately-funded programs; a status report providing statistical information regarding child care and other issues influencing young children; and a summary of the activities of the Collaboration Project and of Head Start. (KB) for National Park and Wilderness Users" (Michael G. Huffman, James E. Fickle); (12) "Building a Backcountry Yurt: Ecological Design Intelligence within Outdoor Programming" (Kevin Kobe, Norman Goltra); (13) "The Effects of Family Participation in an Outdoor Adventure Program" (Steven D. Kugath); (14) "Outdoor Adventure Programs Fulfilling Heroic Archetypal Patterns" (Johnny Lee); (15) "Redesigning a Club Structure for the 90's" (Kurt Merrill); (16) "Path of the Professional" (Russell E. Parks); (17) "Will the Real Eco-Educator Please Stand Up?" (Janet Ross); (18) "Limiting Employee Turnover through Job Satisfaction and Commitment" (Colleen Swagar); (19) "Adaptive Training's Effect on Self-Perception" (Derek W. Tate); (20) "Outdoor Program Staff Exchange (OPSE)" (Tim Thomas); (21) "The Art of Teaching Map and Compass: Instructional Techniques, Curricular Formats and Practical Field Exercises" (Ron Watters); (22) "University Outdoor Programs: State of the Art 1996" (David J. Webb); (23) "The Value of Adventure" (Scott F. Wood); and (24) "Group Dynamics and Initiative Activities with Outdoor Programs" (Lynn Zwaagstra). Contains references. Includes conference highlights and history, conference schedule, and presenter profiles. (SV)

ED 417 043 RC 021 396

Attarian, Aram
Practical Approaches for Teaching Leave No Trace.
PUB DATE- 97
NOTE- 8p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservation Education; *Conservation (Environment); *Educational Strategies; National Programs; Nonschool Educational Programs; Outdoor Activities; *Outdoor Education; Wilderness
IDENTIFIERS- Environmental Awareness; Environmental Ethic; *Environmental Impact; *Leave No Trace

As participation in outdoor recreation grows, natural resources suffer a variety of environmental and social impacts. A minimum-impact back country educational program first developed during the 1970s, Leave No Trace (LNT), has been revitalized by the National Outdoor Leadership School, six federal agencies, and members of the outdoor products industry. Outdoor educators are in a unique position to foster an initial sensitivity toward the environment through teaching LNT. LNT is based on six principles: plan ahead and prepare; camp and travel on durable surfaces; pack it in, pack it out; properly dispose of what you can't pack out; leave what you find; and minimize use of fires. The eight principles of educating for LNT are: design education programs guided by specific objectives; present consistent information in a clear and concise manner; present information during the initial or planning stage of the recreational experience; use a combination of techniques to present LNT materials; present the material in a professional manner; use instructors that are well trained, personable, and committed; and use creativity to educate about LNT. Practical approaches for teaching LNT are role modeling, teachable moments, values development. Education projects focused on female literacy, skills for the informal sector, teacher education, provision of school materials, and educational facilities construction. Other appendices provide further details on poverty assessments, poverty-focused structural adjustment loans, poverty-focused emergency recovery loans, annual lending to selected sectors, regional plans for poverty monitoring, and projects and adjustment operations with safety net components. Contains 29 references and 19 data tables. (SV)

ED 417 061 RC 021 421

Grant, Agnes
No End of Grief: Indian Residential Schools in Canada.
SPONS. AGENCY- Brandon Univ. (Manitoba).
PUB DATE- 96
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; *American Indian Education; *Boarding Schools; *Canada Natives; *Child Abuse; Child Health; Church Role; Educational History; Educational Practices; Elementary Secondary Education; Foreign Countries; Nonformal Education; Outcomes of Education; *Student Experience
IDENTIFIERS- *Canada; Genocide; *Long Term Effects; Missionaries

This book documents and comments on what is known about the Indian residential school era in Canada. The aftermath of this era has exacted a huge toll, both in the human suffering of First Nations and on Canadian society in general, but understanding the impact of residential schools can aid the healing process. Chapters are: (1) "Examining the Past" (reflections on pursuing painful history); (2) "Traditional Education" (aboriginal societies, education of early and middle-years children, adolescence, discipline and testing, missionary perceptions); (3) "Early History" (United States 1568-1934, Canada prior to 1870, Canada 1870-1900); (4) "Canada: The 20th Century" (questioning the system, Canadian Welfare Council System, the Federation of Saskatchewan Indians Study); (5) "The Church and the State" (colonialism, government policies, bureaucrats, federally funded church schools for Natives); (6) "Health" (facilities, food, tuberculosis, school health care, illnesses in the schools, professional health care, treatment of sick students, death statistics); (7) "Staff" (staffing patterns, qualifications, turnover, children's concerns, Indian staff, parental visits, staff at farm schools, positive recollections); (8) "Curriculum" (reading and language arts, social studies, arithmetic, music and dancing, religion, physical activities and recreation, age-grade placement, record keeping, high school); (9) "Language" (school policies, impact of language suppression on culture, implications for child development, school practices, English instruction, aftermath of language suppression); (10) "Resistance" (appeals to the government, challenges to the school, student resistance); (11) "Abuse" (roots of the problem, human rights abuses, physical abuse, sexual abuse, spiritual abuse, psychological abuse); (12) "Aftermath" (leaving the schools, inability to express feelings, feelings of inferiority, apathy and unwillingness to work, values confusion and culture shock, antireligion attitudes, impacts on children of survivors, changes in roles of elders, Indian education today); and (13) "Conclusion" (boarding school practices as genocide, benefits of the residential school era, present discussion and future healing). An appendix includes writings of residential school inspectors

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Constructivism (Learning); Ecology; Educational Strategies; *Environmental Education; *Learning Strategies; Multimedia Materials; *Science and Society; Secondary Education

This paper describes the Environmental Challenges Project which will culminate in the production of a CD-ROM for use in environmental education in secondary schools. Disk contents include case studies of environmental problems and programs to facilitate learners' discussion of the issues raised. The constructivist pedagogy that informs the project is outlined with emphasis placed on two concepts: (1) scaffolding, which involves the provision of a conceptual framework within which learners can build their own understanding; and (2) a concept which involves the transformation of raw data into information using Stafford Beer's definition of information. A description of the functionality of the programs on the disk, "Making Choices" and "Bubble Dialogs", and the way in which these support the pedagogical approach of the project is provided. (Author/DDR)

ED 417 086 SE 061 216

Robinson, Scott
Student Stories in a High School Physics Class.
PUB DATE- 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Southeastern Association for the Education of Teachers in Science (Pensacola, FL, March 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Educational Strategies; High Schools; Learning Strategies; *Physics; *Qualitative Research; Science Education; *Student Attitudes; Student Behavior; Student Motivation; *Teacher Student Relationship

The naturalistic inquiry is premised on a story narrative to describe classroom experiences. In an ongoing dissertation research study into the teaching and learning of secondary science, classroom stories were constructed to portray a student's point of view. The student's classroom goals, roles, and expectations for the teacher are discussed. The student signals his discontent with the teacher's instructional strategies by acting out inappropriately in class. It is concluded that teachers and researchers can better understand the effectiveness of classroom instruction by understanding students' experienced and preferred goals and roles for themselves and their teachers. (Contains 15 references.) (Author)

ED 417 087 SE 061 220

Hill, Susan T.
Science and Engineering Degrees, by Race/Ethnicity of Recipients: 1989-95. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; *Engineering Education; Engineers; *Ethnic Groups; Graduate Study; Higher Education;

provides a context within which to interpret the research in subsequent chapters. The remainder of the book presents and discusses research on the teaching and learning of U.S. history in fifth grade. Included are detailed case studies of U.S. history units taught by three contrasting fifth-grade teachers. The contrasts of the teachers are found in their goal priorities and approaches to curriculum and instruction. The research concluded with a year-long study of developments in one group of students' historical knowledge and thinking as they experienced their first chronological survey of U.S. history. The seven chapters are: (1) "The Place and Importance of History in the Elementary Curriculum"; (2) "Teaching History"; (3) "Storytelling: The Case of Mary Lake"; (4) "Qualitative Analyses of Students' Developing Historical Knowledge and Thinking"; (5) "Scientific History: The Case of Ramona Palmer"; (6) "History as a Tool for Reform: The Case of Sara Atkinson"; and (7) "Implications for Curriculum and Instruction." (Contains references and an index.) (EH)

ED 417 109   SO 028 530

Margo, Robert A.
Race and Schooling in the South, 1880-1950: An Economic History.
PUB DATE- 90
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; *Black History; *Blacks; Economic Development; Economics; *Educational Discrimination; Elementary Secondary Education; Equal Education; Males; Racial Bias; *Racial Discrimination; Racial Relations; *Racial Segregation; United States History
IDENTIFIERS- *United States (South)

This book is about the interrelationships among race, schooling, and labor market outcomes for men, principally in the United States' South, from the late 19th century to the mid-twentieth. The book seeks to deepen understanding of post-slave experience of blacks in the U.S. economy and the context it provided for changes in racial economic differences after World War II. By utilizing newly available census data and school district records, the volume analyzes evidence concerning occupational discrimination, educational expenditures, taxation, and teachers' salaries to clarify the cost for blacks of post-slave segregation. Titles of the eight chapters include: (1) "Two Explanations of Economic Progress"; (2) "Race and Schooling in the South: A Review of the Evidence"; (3) "The Political Economy of Segregated Schools: Explaining the U-Shaped Pattern"; (4) "'Teacher Salaries in Black and White': Pay Discrimination in the Southern Classroom"; (5) "The Impact of Separate-but-Equal"; (6) "The Competitive Dynamics of Racial Exclusion: Employment Segregation in the South, 1900 to 1950"; (7) "'To the Promised Land': Education and the Black Exodus"; and (8) "Conclusion: Race, Social Change, and the Labor Market." (Contains references and an index.) (EH)

ED 417 110   SO 028 535

Byrne, Sean
Growing Up in a Divided Society: The Influence of Conflict on Belfast Schoolchildren.
PUB DATE- 97
NOTE- 228p.
LANGUAGE- English

ED 417 130 SP 037 731

Van de Walle, John A.
Elementary and Middle School Mathematics: Teaching Developmentally. Third Edition.
PUB DATE- 98
NOTE- 565p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Arithmetic; Calculators; Class Organization; Classroom Techniques; Computation; Diversity (Student); *Elementary Education; Evaluation Methods; Fractions; Functions (Mathematics); Geometry; Higher Education; Junior High Schools; Logical Thinking; *Mathematical Concepts; *Mathematics Instruction; Measurement; *Middle Schools; Pattern Recognition; Probability; Ratios (Mathematics); Standards; *Technology; Word Problems (Mathematics)

The goal of this book is to help students make sense of mathematics and become confident in their ability to do so. Section 1: "Foundations of Teaching Mathematics," includes chapters entitled: (1) "Teaching Mathematics: Reflections and Directions"; (2) "Exploring What It Means to Do Mathematics"; (3) "Developing Understanding in Mathematics"; (4) "Teaching through Problem Solving"; and (5) "Building Assessment into Instruction." Section 2: "Development of Mathematical Concepts and Procedures"; (6) "Developing Number Concepts and Number Sense"; (7) "Developing Meanings for the Operations"; (8) "Helping Children Master the Basic Facts"; (9) "Whole-Number Place-Value Development"; (10) "Mental Computation and Estimation"; (11) "Pencil-and-Paper Computation with Whole Numbers"; (12) "Developing Fraction Concepts"; (13) "Computation with Fractions"; (14) "Decimal and Percent Concepts and Decimal Computation"; (15) "Developing Concepts of Ratio and Proportion"; (16) "Developing Measurement Concepts"; (17) "Geometric Thinking and Geometric Concepts"; (18) "Logical Reasoning: Attribute and Pattern Activities"; (19) "Exploring Concepts of Probability and Statistics"; (20) "Preparing for Algebra"; and (21) "Functions and Variables." Section 3 includes chapters entitled (22) "Planning for Effective Instruction"; (23) "Teaching All Children Mathematics"; and (24) "Technology and School Mathematics." Includes Appendix A: Curriculum and Evaluation Standards for School Mathematics, Appendix B: Professional Standards for Teaching Mathematics. (Contains 426 references, an index and Blackline Masters and Materials Construction Tips.) (LH)

ED 417 131 SP 037 736

Grant, Jim, Comp.; Richardson, Irv, Comp.
Teachers Make the Difference. The SDE Sourcebook. Tenth Anniversary Edition. Bringing Innovation & Success to Today's Classrooms.
PUB DATE- 97
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; Discipline;

ED 417 148 SP 037 792

Shannon, Isabelle L.; Bergdoll, Carla B.
ASEP: A Model for Professionalism in a Successful Postbaccalaureate Secondary Certification Program for Career Changers.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Alternative Teacher Certification; *Career Change; Curriculum Development; Graduate Study; Higher Education; Life Events; *Nontraditional Students; Preservice Teacher Education; Secondary Education; Secondary School Teachers; Standards; Student Needs
IDENTIFIERS- *Professionalism

The Alternative Secondary Education Program was designed to provide an alternative pool of teachers with the maturity to interact with today's adolescents and ability to draw from life and career experiences to design interesting, relevant lessons. The program follows the AACTE-recommended standards for teacher education (selective admission standards, a curriculum that emphasizes knowledge and skills essential to beginning teachers, supervised internships, and an examination measuring competency in subject matter and professional studies). The program curriculum accommodates the needs of diverse alternative (nontraditional) students. For example, the 18-credit-hour sequence was reconfigured into three 3-credit courses. Candidates can complete the program more quickly or slowly, depending on their needs. The program offers easy access to support services, flexible hours, and conveniently located facilities. Candidates are continually encouraged to identify life and career experiences that they can incorporate into lesson plans, since it is life experiences that differentiate them from typical undergraduates. The program emphasizes diversity, classroom management, and multiple intelligences. Many adult learners are distressed by the challenges of balancing their personal lives with commitment to the program. Others have difficulty changing their old notions of teaching, learning, youth, and classrooms. Many find it hard to become novices again after having been successful in another career. Surveys of program completers indicate they liked the program because it was tailored to their needs and offered quality instruction. (Contains 13 references.) (SM)

ED 417 149 SP 037 793

Hancock, Dawson R.
The Seven-Year Student Development Plan--A One-Year Retrospective.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Elementary Secondary Education;

Student Relationship; *Trust (Psychology)

This study investigated how teachers built trusting relationships with their school principals. Study participants were a group of elementary and secondary school principals, associate principals, and assistant principals in southeast Texas. A total of 119 of these administrators completed two Likert-like surveys to identify factors that led them to trust teachers. The two surveys were the Study of Trust and the Survey for How Teachers Create Trusting Relationships with Their Principal. Results of factor analysis indicated that trust was very important to the success of the teacher-administrator relationship. Teachers who cared about students by being sincere, honest, fair, and respectful tended to gain the trust of their principals. Other factors included the ability of teachers to influence their students, to be good teachers, to have a friendly and cheerful disposition, to be loyal and competent, to be good workers, to relate to parents, and to take responsibility for their actions. An appendix contains the two surveys. (Contains 7 tables and 15 references.) (Author/SM)

ED 417 166 SP 037 812

Williams, Shirley J.

Accommodating the Disabilities of Future Teachers: Impact of Section 504 and the American Disabilities Act and the Legal Responsibilities for Teacher Education Programs and Policy Development.

PUB DATE- 98

NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 26, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Civil Rights; *College Students; Disability Discrimination; Educational Policy; Elementary Secondary Education; *Equal Education; Higher Education; Learning Disabilities; *Legal Responsibility; Preservice Teacher Education; *Teachers with Disabilities

IDENTIFIERS- *Americans with Disabilities Act 1990

As increasing numbers of students with disabilities enter the country's teacher education programs, violations of their civil rights are on the increase. The Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities at institutions which receive federal funds. Section 504 of the Act requires educational programs to remove barriers to the success of individuals with disabilities in higher education, and it defines who is protected. The Americans with Disabilities Act of 1990 (ADA) extends further coverage by prohibiting discrimination against qualified individuals with disabilities by public and private institutions. Students who have currently disabling conditions are entitled to receive academic adjustments and auxiliary aids and services. Universities require documentation of disabling conditions by appropriate specialists before providing special accommodations. Accommodations fall into the categories of classroom, lecture, examination, assignment, and administrative accommodations. Teacher education programs and partnering school districts must examine how various disabling conditions affect the requirements of the profession at both preservice and inservice levels. There needs to be a clear policy and a reasonable set of entrance competencies for these situations. A effort involved three school districts, ECU, and the National Association of Secondary School Principals. Early activities and future plans include: (1) creating preconditions for collaborative assessment and development (linked organizational objectives fostering mutual goal attainment, comprehensive preassessment of valued commodities, organizational values promoting interdependence, environmental scanning and strategic planning, and administrative commitment, knowledge, and support); (2) defining the problem (supporting local school district leadership efforts, strengthening university preparation programs, and strengthening field experiences and internships for Master's in School Administration (MSA) students and mentors); (3) setting the direction (developing pools of trained assessors and mentors, developing a process for assessing students' leadership skills, and expanding collaborative efforts); and (4) structuring the assessment center. Currently, 36 MSA students and new assistant principals have participated in 6 assessment centers. These school leaders have opportunities to participate in leadership development activities sponsored by the consortium. School districts are responsible for most of the ongoing professional development of school leaders. Administrators share the responsibility for their own staff development and the development of others. Staff development standards (context, process, and content) provide a framework for evaluating the results of this staff development. (SM)

ED 417 184   SP 037 831

Hodder, Jacqueline; Carter, David
The Role of New Information Technologies in Facilitating Professional Reflective Practice across the Supervisory Triad.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Conference of the gasat-IOSTE (Perth, Western Australia, December 5-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperating Teachers; *Educational Technology; Foreign Countries; Higher Education; Preservice Teacher Education; *Reflective Teaching; Rural Schools; Secondary Education; Student Teacher Supervisors; Student Teachers
IDENTIFIERS- Australia; *Instructional Information Systems; *Instructional Management Systems; Reflective Thinking

This study investigated the role of new information management technologies in facilitating student teacher supervision across the supervisory triad of student teacher, cooperating teacher, and university supervisor. The study investigated how data routinely generated by teachers and stored within an Instructional Information Management System (IIMS) was contemplated by student teachers and their supervisors in promoting reflective practice. Four secondary student teachers participated. The Remote Area Practicum Supervision Project occurred over 1 semester. It was designed to evaluate the potential of new information technologies and the implications of these technologies for new ways to conduct preservice teacher practicums. An IIMS was networked within a remote school and linked to the university to share information across both sites. The student teachers and their university supervisors and cooperating teachers received extensive training in the IIMS before and during the practicum. Student

ED 417 201 TM 028 142

Niemi, Richard G.
Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires). Working Paper Series.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement; *Background; *Course Selection (Students); Courses; *Data Collection; Educational Assessment; Elementary Secondary Education; Field Tests; *Questionnaires; *Research Problems; Test Construction
IDENTIFIERS- *Large Scale Assessment; *National Assessment of Educational Progress

In large-scale assessments, some amount of background material is generally collected. Background questionnaires in the National Assessment of Educational Progress are the subject of this report. Most of the questions in NAEP background questionnaires have asked about course taking patterns and course content, but it is argued that the material gathered at present is of dubious quality and that information that is more extensive and valid could be collected. The questions about courses students have taken are often unnecessary or meaningless, and the coverage of courses is absent or incomplete. Information about advanced placement courses is demonstrably invalid, and information about other courses is often vague. Specific solutions, aimed at greater accuracy and detail, are proposed for these problems. A second major problem area is in the language that is used on the background questionnaires for fourth grade, which may be too difficult for the average student. Field testing these proposed changes is discussed. An attachment shows the percentage of 12th graders who report that they have taken advanced placement courses. (SLD)

ED 417 202 TM 028 143

Collins, Mary A.; Branden, Laura; Nolin, Mary Jo; Davies, Elizabeth; Loomis, Laura
Comparison of Estimates from the 1993 National Household Education Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Comparative Analysis; Discipline; Elementary Secondary Education; *Estimation (Mathematics); National Surveys; Preschool Education; Questionnaires; *Research Methodology; *School Readiness; School Safety; Test Construction
IDENTIFIERS- *National Household Education Survey

This report compares estimates of selected data from the two components of the 1993 National Household Education Survey (NHES:93), the School Readiness (SR) survey and the School Safety and Discipline (SS&D) survey, with data from other surveys and published sources. The two different components cover a variety of topics related to education, and they include children and adolescents from age 3 through grade 12. As a result, comparisons are made from 12 national surveys from several government agencies. Observed differences are explored results. (Contains 1 table and 20 references.) (Author/SLD)

ED 417 221 TM 028 179

Gronlund, Norman E.
Assessment of Student Achievement. Sixth Edition.
PUB DATE- 98
NOTE- 120p.; Revised edition of "How To Make Achievement Tests and Assessments, 5th Edition," 1993.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Assessment; Educational Testing; Elementary Secondary Education; Grading; Objective Tests; *Performance Based Assessment; Standardized Tests; Student Evaluation; *Test Construction; Test Interpretation; Test Items; Test Reliability; Test Validity; *Testing Problems

This book is a practical guide for assessing the intended learning outcomes of classroom instruction. It is based on the premise that assessment of student achievement plays a vital role in instruction and that the main goal of assessment is to improve learning. The new title of this sixth edition reflects a shift from major concern with classroom testing to a greater emphasis on other types of achievement assessments. Material is presented in a simple, direct, and understandable manner that does not slight basic concepts or sacrifice technical accuracy. The following chapters are included: (1) "Achievement Assessment and Instruction"; (2) "Nature of Student Assessment"; (3) "Planning the Achievement Test"; (4) "Writing Selection Items: Multiple-Choice"; (5) "Writing Selection Items: True-False, Matching, and Interpretive Exercise"; (6) "Writing Supply Items: Short Answer and Essay"; (7) "Assembling, Administering, and Evaluating the Test"; (8) "Making Performance Assessments"; (9) "Assigning Grades"; (10) "Interpreting Standardized Achievement Test Scores"; and (11) "Validity and Reliability." Each chapter contains an initial outline, a summary of points, and suggestions for further reading. (Contains 13 figures and 14 references.) (SLD)

ED 417 222 TM 028 180

Schools and Staffing Survey (SASS). Papers Presented at Meetings of the American Statistical Association. Working Paper Series.
PUB DATE- 94
NOTE- 132p.; Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Estimation (Mathematics); *Interviews; National Surveys; Reliability; *Response Rates (Questionnaires); *Sampling; *Statistical Analysis; Teacher Supply and Demand
IDENTIFIERS- American Statistical Association; Generalized Variance Functions; *Schools and Staffing Survey (NCES); *Variance (Statistical)

The Schools and Staffing Survey (SASS) is an integrated system of surveys of public and private schools, school districts, school administrators, and teachers conducted by the National Center for Education Statistics (NCES). This collection contains papers related to the SASS presented at meetings of the

(Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Freshmen; College Outcomes Assessment; College Students; Core Curriculum; *Developmental Studies Programs; Enrollment Rate; High Schools; Higher Education; Institutional Characteristics; Language Arts; Program Effectiveness; Remedial Instruction; Remedial Mathematics; *Remedial Programs; Secondary School Curriculum; *State Standards; State Surveys; Tables (Data)
IDENTIFIERS- American College Testing Program; *Oklahoma

This report details enrollment and achievement in remedial courses in Oklahoma's higher education institutions for the 1996-97 academic year. An introductory section gives background information on state standards for student assessment and placement requirements, with reference to some regional and national studies on remediation. Subsequent sections outline the methodology, findings, and conclusions of the survey. Data tables are included. Data is included for: remedial instruction enrollments for different institution types (comprehensive universities, regional universities, community colleges), proportion of freshmen enrolling at each institution type, fall semester enrollment rates, enrollment rates for students meeting the state's 11-unit high school core curriculum requirements, enrollment by remedial course type (mathematics, English, science, reading), relationship of enrollment to American College Testing Program scores, and enrollment of freshmen direct from high school. The state's "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability" is appended. (MSE)

ED 416 789 HE 031 038

Annual Student Assessment Report. 1996-97.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Admission; College Freshmen; *College Outcomes Assessment; College Students; Community Colleges; Graduate Students; Higher Education; *Institutional Research; Participant Satisfaction; Research Administration; *State Colleges; State Surveys; State Universities; Student Attitudes; *Student Evaluation
IDENTIFIERS- *Oklahoma

This report contains information on student assessment programs at each of Oklahoma's 27 state colleges and universities, including community colleges. An introductory section offers background on state policy and requirements concerning student assessment at five levels: college entry; mid-program; program exit; student satisfaction; and graduate study. The annual assessment reports filed by each institution for 1996-97 form the bulk of the report. Each report gives an overview and highlights of the institution's student assessment activities at each level. The state's "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability" is appended. (MSE)

ED 416 790 HE 031 039

Student Data Report, Oklahoma Higher Education, 1996-97.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; Consortia; Cooperative Programs; *Diversity (Student); Higher Education; Intergroup Education; Peer Teaching; Program Evaluation; *Racial Differences; Racial Discrimination; Racial Integration; Racial Relations; *Staff Development; Student Attitudes; Workshops
IDENTIFIERS- *New York (Westchester); *Noninstructional Staff; Train the Trainer

This final report describes activities and accomplishments of a 3-year project by the Westchester (New York) Colleges Consortium on Racial Diversity, 10 colleges with a combined student enrollment of 36,000 students, to improve the racial climate on campus through peer-facilitated diversity training for nonfaculty personnel who interact with students. The project included 106 day-long workshops for 1,460 staff members from the colleges. Eighty staff were trained in 3-day train-the-trainer workshops to facilitate these workshops. Evaluations of the workshops by staff and the peer trainers were very positive. Workshops were designed to increase bias awareness, enhance understanding of cultural differences, and develop skills in cross-cultural communication. Diversity workshops organized specifically for public safety and security personnel were also conducted. Pre- and post-assessments of campus racial climate showed that racial prejudice and discrimination exist on the campuses and negatively affect students, and that perception of campus climate was quite different for white students and staff than for students and staff of color. Among the 25 appendices comprising the bulk of this document are meeting minutes, the Consortium mission statement, the workshop workbook and facilitator notes, workshop participant data, campus climate questionnaires, and the five evaluation reports. (DB)

ED 416 809 HE 031 073

Safety on Campus at Public Four-Year Colleges and Universities.
PUB DATE- 97
NOTE- 22p.; Prepared by the Council on Student Affairs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; College Environment; Colleges; Commuter Colleges; *Crime; Crime Prevention; Higher Education; *Incidence; National Surveys; *Public Colleges; Rape; Residential Colleges; *School Safety; *School Security; Stealing; Universities; Violence

This report summarizes results of two 1996 surveys of campus safety at public four-year institutions of higher education. Major findings included: (1) liquor law violations and burglary were the most common crimes, averaging 2.5 to 2.8 per 1,000 enrolled students; the incidence of violent crimes was much lower (.1 to .4 per 1,000 students); (2) 58 percent of respondents expressed greater concern with security issues now than five years ago; (3) alcohol use/abuse was listed as a contributing factors in 43 percent of problems cited; 29 percent of crimes were attributable to the influence of nonstudents; (4) housing patterns of students affected the type of offenses reported, with fewer date rapes (but more theft and

Laboratories; *Medical Education; Problem Solving; Teaching Methods
IDENTIFIERS- *Collaborative Learning; *Problem Based Learning; Southern Illinois University; Technology Integration

Southern Illinois University developed an instructional approach for supporting collaborative, problem-based learning (PBL) in medical education. A succession of software tools were developed and refined to implement this approach, and a technology-enriched facility, the "Collaborative Learning Lab" (CLL) was designed. The paper describes two types of software developed: software for the presentation and management of material for teaching cases, and data sharing groupware for use in PBL meetings. Detailed observational studies were undertaken of instructional meetings--conducted both with and without technology. These studies informed the design by making visible aspects of current practice that failed to serve the underlying theories of learning and instruction, thereby identifying opportunities for innovation. The studies supported assessment by revealing the effects of the innovation on the instructional process. (Contains 36 references.) (Author/SWC)

ED 416 827 IR 018 722

CNN Newsroom Classroom Guides. February 1-28, 1998.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of February, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: United States lobbies for support for possible air strike against Iraq, Shuttle ENDEAVOR lands, European balloonist need China's approval to set world record, execution of female inmate renews debate over the death penalty, debate over whether Washington National Airport in Washington DC should be renamed honoring former President Ronald Reagan, and debate over whether professional golf rules should accommodate disabled golfer (February 2-6); National Audubon Society releases list of endangered species, world leaders continue to seek peaceful solution to Iraq-U.S. stalemate, French National Assembly approves 35-hour week for workers, golfer Casey Martin wins landmark case in the application of federal disabilities laws, and the United Nations (U.N.) rejects Iraq's proposal to open some sites for U.N. inspection (February 9-13); McDonald's restaurant experiments with pollution-free heat/cool system called geothermal climate control, President Clinton gives speech on Iraq, American wrestlers compete in Iran, U.S. women's hockey team wins Olympic gold medal, Ohio Town Meeting draws fierce criticism of the U.S. Administration's policy toward Iraq, and two men arrested for germ development of substance thought to be Anthrax (February 16-20); U.N. Secretary-General makes deal with Iraq, Nagano Winter Olympic Games close, deadly tornadoes

DESCRIPTORS- Computer Attitudes; Computer Uses in Education; Elementary Education; *Family Environment; *Family School Relationship; Foreign Countries; *Home Study; *Microcomputers; Parent Attitudes; Recreational Activities; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- Australia (Sydney); *Computer Use

The overall aim of the study "Children's Use of Electronic Technologies in the Home" was to examine the access to and use of electronic technologies in the homes of primary-school-aged children. The impact of electronic technologies on the children's lives, particularly with reference to their schooling was also discussed. This stage of the study extended the findings of two previous studies through a closer examination of children's use of computer technologies in "technology rich" families and explored the perceptions and beliefs of children, parents, and teachers about the children's use of the computer technologies in their homes, particularly as they relate to learning and schooling. Fourteen children from ages 10 to 12 years old kept a daily record of their home computing activities for two weeks, and were interviewed about their computer use. The parents and teachers of the children were also interviewed. Results are presented in the following categories: "The Family Computing Environment"; "The Use of the Computer for Work Within the Home"; "The Use of the Computer for Recreation Within the Home"; "The Impacts of the Computer on Family Life"; "The School Computing Environment"; and "Common Themes in the Home and the School." (Contains bibliography.) (SWC)

ED 416 844   IR 018 742

Owen, Trevor, Ed.
Telecommunications in Education (T.I.E.) News. 1996-1997.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Book Reviews; *Computer Uses in Education; *Educational Technology; Higher Education; Internet; Learning Motivation; *Online Systems; Teacher Education; Teaching Methods; Telecommunications; *World Wide Web
IDENTIFIERS- Technology Integration; *Technology Role

This document consists of one volume year (four quarterly issues) of the journal "Telecommunications in Education News." Each issue contains a call for articles and three regular columns: "Editor's Message" (Trevor Owen), "President's Message" (Chuck Lynd), and "NewsBits" (Gleason Sackman, Ed.). Article topics include: online activity plan contest winners; teaching Medieval Icelandic literature and mythology using the World Wide Web; using the World Wide Web as an instructional tool; women on the World Wide Web; implementation of a World Wide Web course on the use of Internet applications in the classroom; motivating learning using the World Wide Web and HTML; graduate student research--"Music, Technology, and Textual Presence"; a teleconferencing project in the English classroom; wireless networks in the educational environment; impact of World Wide Web access on the instructional process; a keynote speaker's view of Tel-Ed '96; online teacher training; role of technology in helping educators network, research, and complete their doctorates; helping students plan and design World Wide Web sites; and book reviews. Author and subject indexes to "T.I.E. News" volumes 1-7 are provided in issue number 3. (SWC)

Reading"--suggestions for encouraging children to enjoy books and reading. (SWC)

ED 416 861 IR 056 840

Your School Library: How It Works and How To Keep It Working. Series of Caribbean Volunteer Publications, No. 15.
PUB DATE- 94
NOTE- 28p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Library Administration; *Library Circulation; *Library Collection Development; Library Facilities; Library Personnel; Library Planning; Library Role; Reading Attitudes; *School Libraries; Student Attitudes
IDENTIFIERS- Dominica; Voluntary Services Overseas (United Kingdom)

The school library exists to support the educational work of a school in three main ways: by providing the opportunity for children to be taught and learn for themselves research and independent learning skills; by exposing children to a broad range of literature in order to promote reading for pleasure and to produce children who want to read; and by encouraging the idea that libraries are positive, useful, and interesting places, thus developing a habit of using libraries that will remain into adulthood. The school library must be recognized as an essential part of the school and play a central role in the teaching program and daily life of the school. The importance placed on the school library will be reflected in the way that it is organized and maintained on a day to day basis. This guide helps school librarians to carry out the necessary tasks essential for maintaining an organized, and thus effective, library in the school. The guide is divided in three sections: (1) "Book Stock"--fiction, non-fiction, and stock selection; (2) "Management and Administration"--controlling borrowing, supervision of the library, delegating tasks, and routine jobs checklist; and (3) "Keeping up Appearances"--20 ideas for keeping the library working as effectively as possible and keeping it looking attractive, interesting, and exciting. (SWC)

ED 416 862 IR 056 887

Camp, Gloria S.
Ouachita Parish Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program, 1992-1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Literacy; English (Second Language); Federal Programs; Grants; Learning Disabilities; Library Collection Development; Library Role; Library Services; *Literacy Education; Older Adults;

accomplishments to project objectives for 1993, including: (1) numbers of English as a Second Language (ESL), Graduate Equivalency Diploma (GED), and adult basic education participants; (2) post-test results and other indications of progress for these adult learners; (3) attendance statistics; (4) library use by participants and their children, including weekly intergenerational library activities; (5) field trips to local sites of interest; (6) establishment of core collections of library materials; and (7) public awareness activities. Proposed and actual expenditures are compared. The role of the library is discussed; the contributions of other organizations are summarized; facilities used are listed; and the impact of the project is considered. Attachments include a flyer, newspaper clippings, student goals list, and family literacy checklist. (MES)

ED 416 879 IR 056 904

Cook, Vivian Adams
Cuyahoga County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; Family Literacy; Federal Programs; Grants; Library Collection Development; Library Role; *Literacy Education; Public Libraries; Publicity; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Cuyahoga County Public Library OH; Library Services and Construction Act

The Cuyahoga County Public Library (Parma, Ohio) conducted a project that involved recruitment, coalition building, public awareness, training, collection development, and intergenerational/family programs. The program, Bringing Up Readers: Family Literacy Program, was successful in encouraging and promoting family reading, community cooperation, awareness, and responsiveness through library-sponsored programs. The project served a community of over 200,000 people, and targeted intergenerational/families and adult basic literacy and education students. Ninety-three adult learners participated in the literacy program. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: advisory board member contact information; family reading program material; "Demographics: The Census and the Library;" independent contractor agreement; list of trained program facilitators; table of age, education, and social characteristics of Cuyahoga County residents; "Directory of Adult Community and Continuing Education Resources in Cuyahoga County;" and literacy program materials and evaluation forms. (SWC)

ED 416 880 IR 056 905

NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Circulation; Library Collections; *Library Expenditures; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; Tables (Data)
IDENTIFIERS- Integrated Postsecondary Education Data System

This report is based on information from the 1994-95 IPEDS (Integrated Postsecondary Education Data System) Academic Libraries Survey. IPEDS is the U.S. Department of Education's vehicle for collecting data from all postsecondary institutions in the United States. The tables in the report summarize library services, library staff, library collections, and library expenditures for libraries in higher education institutions in the 50 states and the District of Columbia. Library staff data are for Fall, 1994. Operating expenditures and library collections are for fiscal year 1994. Library circulation and interlibrary loans are for fiscal year 1994 and other library services are for a typical week in fall of 1994. Data is presented by state, control (public or private), level of highest offering (doctor's, master's, bachelor's, and less than 4-year), size of FTE (Full-Time Equivalent) enrollment (less than 1,500; 1,500-4,999; 5,000 or more), and the 1994 Carnegie classification. Includes the survey questionnaire, with instructions and definitions. (SWC)

ED 416 898 IR 056 927

Fast Facts: Recent Statistics from the Library Research Service, Nos. 116-122. March-November 1996.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Circulation; Library Education; Library Materials; Library Personnel; *Library Statistics; *Public Libraries; Salaries; *School Libraries; Tables (Data)
IDENTIFIERS- Access to Computers; *Colorado

Seven issues of a newsletter on recent library statistics provide information on Colorado public libraries, librarian and library assistant salaries, materials challenges, school library media centers, and circulation policies. One 1995 library survey compares average public library salaries with and without an American Library Association (ALA)-accredited Masters of Library Science (MLS), and compares Colorado salaries with national and regional averages. Another survey was conducted to determine prevailing salaries and related data for Public Information Officers (PIOs) in public libraries. One edition of "Fast Facts" provides a comparison of 1994 average hourly wages of librarians and library assistants with related occupations. A report on the location of public libraries showed that over half of public library outlets in Colorado and the nation are located in non-metropolitan areas-public libraries. They can serve as access points to electronically networked information for those who cannot afford or cannot easily obtain a computer with a modem and a subscription to a commercial online service or Internet access provider. Another issue reported on the courses, data on student attrition, expected outcomes of the course, and possible course content and formats. Following the review, sample student success course syllabi were obtained from three two-year colleges and a matrix of course content was compiled. Criteria for the course were then developed by a formative committee of one full-time faculty member, one student, one adjunct faculty member, and a dean of students and validated by a summative committee of a high school guidance counselor, the Humanities department chair, and an academic dean. The course finally developed covers topics related to library use, dealing with pressures from home, diversity and learning styles, time management, resume development, communication skills, note taking, memory techniques, test-taking strategies, critical thinking, relationships, and health and stress management. Appendices provide lists of formative and summative committee members, a description of the committees' duties, minutes from formative committee meetings, the course criteria, response and validation forms and letters from the summative committee, and the final course syllabus and outline. (Contains 18 references.) (BCY)

ED 416 917   JC 980 117

Hassan, Khan M.; Payne, William H., Jr.
Employer Survey Results for the PVCC Graduating Class of 1994-95.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Educational Assessment; *Employer Attitudes; Employer Employee Relationship; Graduate Surveys; *Job Performance; *Job Skills; Outcomes of Education; Personnel Evaluation; Questionnaires; School Business Relationship; *School Effectiveness; Student Characteristics; Two Year College Students; Two Year Colleges; Vocational Evaluation; Vocational Followup
IDENTIFIERS- Piedmont Virginia Community College

As part of a follow-up of 1994-95 graduates, Piedmont Virginia Community College (PVCC) conducted a study of graduates' employers to determine their satisfaction with graduates' job skills, performance, and academic preparation. Surveys were sent to 35 employers of graduates who gave permission for their employers to be contacted, with 62.9% (n=22) returning completed questionnaires. Study findings included the following: (1) overall, the graduates were rated highly by their employers, receiving excellent or good ratings by 72.7% of the employers for their technical job skills, 77.3% for quality of work, 72.8% for quantity of work, 77.3% for work attitude, 77.3% for cooperation with peers, and 85.7% for cooperation with supervisors; (2) the proportion of graduates receiving excellent or good ratings for work attitudes declined from 90.9% in a 1992-93 study to 77.3% in the current study; (3) PVCC graduates were rated as either excellent or good by 75% of the employers with respect to math skills, 61.9% with respect to writing skills, 57.1% with respect to speaking skills, 61.6% with respect to research skills, and 63.6% with respect to logic skills; and (4) 76.2% of employers rated PVCC's occupational training as either excellent or good, while 75% did so for general education. Appendices provide employer evaluations by graduate program of study and degree received, employer comments, lists of graduates' job titles and participating employers, the contact authorization form, and

This digest discusses the relationship between community college trustees and the president, focusing on the necessity of establishing a rapport before times of crises. It is vital that the roles of both parties be clearly defined, and that each has a mutual responsibility to inform the other in an emergency. The president should embody the principles of adaptability and sound personal judgment, and act as a spokesperson directing the communication and planning processes. Since communication is essential to maintaining a relationship, measures such as presidential evaluations and process improvement teams should be employed to facilitate dialogues between the two parties and foster competent trustee leadership. If this communication is characterized by trust and openness, an effective relationship between the board and president should develop--one that withstands, and even assuages, times of crises. (YKH)

ED 416 936 JC 980 139

Eller, Ronald; Martinez, Ruben; Pace, Cynthia; Pavel, Michael; Garza, Hector; Barnett, Lynn
Rural Access. AACC Project Brief.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; Developmental Programs; Economic Development; Faculty Development; Field Studies; Financial Support; *Holistic Approach; Institutional Characteristics; Local Issues; Partnerships in Education; Racial Relations; *Rural Education; Rural Environment; Rural Population; *Rural Schools; Rural to Urban Migration; Sex Differences; Two Year Colleges; Welfare Services

The Rural Community College Initiative (RCCI) provides funds and technical assistance to targeted community colleges in an effort to improve educational access and foster economic development in distressed rural areas of the United States. This project brief describes RCCI's attempts to increase access by implementing an approach more holistic than the traditional open-door tactic. Nine RCCI pilot colleges participated in the national demonstration program, which attempted to remove access barriers from postsecondary education. For three years, the colleges were the subjects of field observations, site visits, interviews, focus group discussions, and other quantitative and qualitative data collection activities. Findings revealed that though several different factors influenced which strategies should be implemented, four general approaches appeared to be effective among the nine RCCI pilot colleges: partnerships for transition, alternative delivery systems, academic support services, and holistic approaches to access. However, several areas still need to be addressed: institutional culture, financial resources, welfare reform, gender issues, and racial dynamics. To improve access, emphasis must be placed on the importance of local cultural context, as well as faculty development and student personal growth programs. Contains 14 references and resources. (YKH)

ED 416 937 JC 980 140

Mississippi Public Community and Junior Colleges Statistical Data, 1996-97.
PUB DATE- 97

DESCRIPTORS- Classroom Observation Techniques; *Emotional Development; Evaluation Methods; *Informal Assessment; *Kindergarten Children; *Parent Teacher Cooperation; Primary Education; Report Cards; Social Development; *Student Evaluation
IDENTIFIERS- *Authentic Assessment

A kindergarten teacher used authentic assessment--assessments carried out during creative learning activities that document growth and support further learning--to evaluate the social and emotional growth of students. Prior to the implementation of authentic assessment, the teacher had not used any form of systematic observation, recording, or analysis of student behavior or skills in the area of social and emotional growth. Consequently, the teacher had to rely on generalized memories when completing each student's quarterly checklist and narrative report. Through the implementation of systematic observation and notetaking during the daily "choice time" in the kindergarten classroom, followed by analysis, the quarterly report card and other types of teacher-parent communication became not only more detailed and verifiable, but also more useful for the support and extension of each individual student's learning. The case of one student with social and emotional difficulties illustrates the effectiveness of the new assessment system. (Contains 29 references.) (MDM)

ED 416 956 PS 026 039

Rucker, Karen L.
Increasing Family Support Capacity in Child Care Centers through Regional Networking and Information Sharing.
PUB DATE- 97
NOTE- 116p.; Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Coordination; Day Care; Day Care Centers; Directories; Early Childhood Education; Family Needs; *Referral; Resource Materials; *Social Services; *Training
IDENTIFIERS- Family Resource and Support Programs; *Family Support

Society as a whole has become more transient, creating a weakened network for families in need of assistance. The child care center has the ability to create a support system for families via referrals to outside agencies, support groups, and organizations. This practicum project assessed a strategy to address the difficulty a child care agency may have in linking families with outside resources. The emphasis of the project was to create a training session for administrators and a categorized comprehensive resource directory to assist directors, or other administrators in direct contact with families, in utilizing the services of other agencies, including the process for appropriate referrals. A review of literature and anecdotal examples pointed out the necessity for collaboration in meeting the complex needs of today's family. The solution strategy included interviews with extra-agency family support programs to learn not only what services they provide, but to glean information on successful collaboration. This information was compiled into a brief guidebook to be used as a tool in creating a system of collaboration. The guidebook, in conjunction with the comprehensive resource directory and administrator training, began to equip child care directors with the tools they need to meet their agency's goal of supporting families as partners. The response to the resource directory was favorable, as directors found resources for emotional expression and learning. (KB)

ED 416 973 PS 026 228

Watkins, Anne
Language and Learning: A Practical Guide To Help with Planning Your Early Childhood Programme. Series of Caribbean Volunteer Publications, No. 12.
PUB DATE- 96
NOTE- 80p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Developmental Stages; Early Childhood Education; Emergent Literacy; Foreign Countries; Language Acquisition; *Language Skills; *Learning Activities; Listening Skills; Reading Skills; Speech Skills; Writing Skills
IDENTIFIERS- Caribbean; Grenada; Grenada (Carriacou); Grenada (Petit Martinique)

Language should be viewed as one of the most important areas of early childhood development and learning. This document was produced to assist early childhood educators in Grenada, Carriacou, and Petit Martinique with fostering early language learning. The guide should be viewed mainly as a supplement to be used in conjunction with national curriculum guidelines to help present the curriculum in a more varied, stimulating, and developmentally appropriate way. Following an introduction, the guide's contents are: (1) "The Importance of Language"; (2) "Stages of Development"; and (3) "Language Activities (Listening, Speaking, Reading, Writing)." The third section describes many specific learning activities to build skills in each of the four areas. Example assessment sheets for children's skills in speaking and listening, reading, and writing are also included. (EV)

ED 416 974 PS 026 242

Reifel, Stuart, Ed.; Dunst, Carl J., Ed.; Wolery, Mark, Ed.
Advances in Early Education and Day Care. Family Policy and Practice in Early Child Care. Volume 9.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Abuse; Child Development; Child Neglect; Childhood Needs; Day Care; *Early Childhood Education; Educational Research; Family Problems; *Family Programs; Family (Sociological Unit); Government Role; Homeless People; Intervention; Parent Role; Prenatal Drug Exposure; Program Evaluation; *Public Policy; Young Children
IDENTIFIERS- Family Resource and Support Programs; *Family Support; Parent Caregiver Relationship

Family issues are an abiding concern for members of the profession of early education, and debate regarding government policies about families and child care continues to be timely. This volume provides a foundation for understanding programs, families, and the current social context, as well as particular areas of concern for families and child care, such as maltreatment. The volume's chapters are divided into those that discuss and describe: (1) sources of and variations in family-oriented policy and practice; and (2) contemporary challenges

DESCRIPTORS- Child Language; Educational Change; Evaluation Methods; *Preschool Children; Preschool Education; *Science Education; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

The momentum toward reform of science education brings pressures on schools and teachers to evaluate or otherwise account for children's progress in science. Although this interest can bring with it a certain amount of rush to judgment, it brings an opportunity to explore assessment alternatives that are fundamentally different from conventional evaluation methods. This paper focuses on one purpose of assessment, to inform instruction and support learning, starting from the premise that the foremost function of classroom assessment in the early years is to enhance teachers' powers of observation and understanding of children's learning. The paper discusses the guiding principles of preschool assessment: (1) including multiple forms and sources of evidence; and (2) using evidence collected over time, evidence highlighting what the individual knows, and evidence showing the collective knowledge of groups of learners. The paper also discusses documentation as an approach to assessment, including children's talk, guidelines for documenting science discussions, and a sample document recording a class discussion. The paper concludes with an examination of how lessons from early literacy assessment can be applied to early science assessment. (EV)

ED 416 991   PS 026 268

Clements, Douglas
Young Children and Technology.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Computer Uses in Education; *Curriculum Development; Early Childhood Education; *Educational Technology; Individual Differences; Interpersonal Competence; *Mathematics Instruction; Primary Education; Sex Differences; Thinking Skills

Research on the use of computers and other educational technology with young children has become increasingly sophisticated as their use has increased in early childhood educational settings. This paper reviews the research on computers and social interaction, teaching with computers, and curriculum and computers. The review finds that computers serve as catalysts for social interaction, with children spending nine times as much time talking with peers while working at computers than while doing puzzles. Social interactions are influenced by the type of software used and the physical environment surrounding the computer. Computers and other technology offer opportunities to aid learning through making more visible individual and gender differences in approaches to learning. Effectively integrating technology into the early childhood curriculum entails several issues, including matching the type of computer software used with the skills desired and coupling computer and off-computer activities for maximum learning. The paper then describes The Building Blocks curriculum for pre-kindergarten through grade 2; this technology-based curriculum is designed to enable young children to build mathematics

(Eighteen tables delineate findings. An appendix contains the School Improvement Survey. Contains 69 references.) (KB)

ED 417 009 PS 026 307

Hecht, Deborah; Fusco, Dana R.
Gender Differences among Early Adolescents' Motivations and Expectations for Service Learning.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Adolescents; Expectation; Intermediate Grades; Junior High Schools; Middle Schools; School Community Programs; *Service Learning; *Sex Differences; Student Attitudes; *Student Motivation; Student Participation; Student Volunteers
IDENTIFIERS- Middle School Students; National Helper Network; New York City Board of Education; Youth Community Service

Service learning involves adolescent students in meaningful work within their community. This study examined the personal and educational motivations and expectations of 140 fifth through seventh graders from one middle school in New York City who were participating in a service learning program using the National Helper Network program model. This model stresses involvement in meaningful work within the community for at least 1 to 2 hours per week, linked with a weekly period of reflection involving preparation and planning, thoughtful discussion, and problem solving. Students completed the Student Service Learning Survey before and after participating in the program. Findings indicated that students ranked both personal and educational benefits of service learning as important. Girls consistently reported higher expectations for service learning than boys. Girls expected more positive personal growth such as learning to care for others, better understand people, and improve their community than did boys. Boys were more motivated by grades and course credit than were girls. Results suggest that the benefits of service learning may be increased with insight into student motivations and beliefs and with adequate preparation of students. (Contains 21 references.) (KB)

ED 417 010 PS 026 308

Hecht, Deborah; Fusco, Dana; Schine, Joan; Berkson, Nancy
Assessing Caring in Young Adolescent Students Participating in Service Learning.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 95
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Adolescents; Intermediate Grades; Junior High

ED 417 026 PS 026 336

Coontz, Stephanie
The Way We Never Were: American Families and the Nostalgia Trap.
PUB DATE- 92
NOTE- 391p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Blacks; Demography; Early Parenthood; Economic Factors; Employed Parents; Extended Family; *Family Problems; *Family (Sociological Unit); Feminism; Mass Media Effects; Mothers; Parent Child Relationship; *Social Attitudes; *Social Change; *Social History; Social Problems; Social Values; Socioeconomic Status; *United States History; Youth Problems

The pessimists' view is that the U.S. family is collapsing; on the other hand, optimists view it is as merely diversifying. Too often, both camps begin with an ahistorical, static notion of what the family was like before the contemporary period. Noting that the actual complexity of our history gets buried under the weight of an idealized image, this book exposes as myths many "memories" of traditional family life, showing that families have always been in flux and often in crises; they have never lived up to nostalgic notions about "the way things used to be." The book's chapters are: (1) "The Way We Wish We Were: Defining the Family Crisis"; (2) "'Leave It to Beaver' and 'Ozzie and Harriet': American Families in the 1950s"; (3) "'My Mother Was a Saint': Individualism, Gender Myths, and the Problem of Love"; (4) "We Always Stood on Our Own Two Feet: Self-Reliance and the American Family"; (5) "Strong Families, the Foundation of a Virtuous Society: Family Values and Civic Responsibility"; (6) "A Man's Home Is His Castle: The Family and Outside Intervention"; (7) "Bra-Burners and Family Bashers: Feminism, Working Women, Consumerism, and the Family"; (8) "'First Comes Love, Then Comes Marriage, Then Comes Mary with the Baby Carriage': Marriage, Sex, and Reproduction"; (9) "Toxic Parents, Supermoms, and Absent Fathers: Putting Parenting in Perspective"; (10) "Pregnant Girls, Wilding Boys, Crack Babies, and the Underclass: The Myth of Black Family Collapse"; and (11) "The Crisis Reconsidered." The book's epilogue, "Inventing a New Tradition," suggests that the best thing families can do, however "family" is defined, is to get involved in community or political action to help others. The book contains extensive references for each chapter and a select bibliography. (HTH)

ED 417 027 PS 026 337

Kagan, Sharon L.; Cohen, Nancy E.
Not by Chance: Creating an Early Care and Education System for America's Children. Abridged Report. The Quality 2000 Initiative.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; *Change Strategies; Child Caregivers; *Day Care; *Day Care Effects; Early Childhood Education; Infant Care; Infants; Parent Participation; Public Policy; Young Children
IDENTIFIERS- Caregiver Qualifications; Caregiver Training; Day Care Licensing; *Day Care Quality; Day Care Registration; Day

clarification, service projects, and discussion of current events related to natural resources. A table depicts a three-level approach for teaching LNT. Contains 19 references. (TD)

ED 417 044 RC 021 397

Berger, Cheryl; Vollbracht, Christy
Women in the Wilderness: Theme-Based Outdoor Programming at the University of Florida.
PUB DATE- 97
NOTE- 11p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *College Programs; Discussion Groups; *Empowerment; Females; Higher Education; *Outdoor Education; Program Descriptions; Program Design; Self Concept; *Thematic Approach; Wilderness; *Womens Education
IDENTIFIERS- *Single Sex Programs; University of Florida

A female trip leader in the University of Florida's Travel and Recreation Program observed that women and men approached outdoor experiences differently, and suggested a women-only program. From this came the Women in the Wilderness program, a women-only outdoor education program designed to empower women through participation in adventure activities and group discussion. The initial proposal was denied based on the possibility of discrimination charges, but clarification of the program's objectives, involvement of other campus organizations dedicated to supporting women, and availability of counterpart trips to all students convinced the administration to allow the program. The format is a one-semester extended "conference" set in the outdoors with each of three sessions having a theme related to a women's issue and to the outdoor trip and adventure activity scheduled for the session. An informal dinner early in the semester provided a forum for discussing expectations and introducing participants to each other. On the trips, the topics were explored through group discussion, individual discussion, and games. To close the program, all the groups shared their experiences and conclusions with the larger group at a picnic, and evaluated the program via a written questionnaire. Successes of the program are discussed, as are suggestions for improvement. Seven suggestions for beginning a theme-based program were developed: define your objectives, select your format, prepare your staff, get the word out, meet your participants, provide information, and provide closure. (TD)

ED 417 045 RC 021 398

Harwell, Rick; Brookover, Bob
BBM Approach to Outdoor Recreation Programming.
PUB DATE- 97
NOTE- 19p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

and students. Contains references, a bibliography, numerous quotes from former students, and photographs. (SV)

ED 417 062 RC 021 427

Smith, Thomas E.; Roland, Christopher C.; Havens, Mark D.; Hoyt, Judith A.
The Theory and Practice of Challenge Education.
PUB DATE- 92
NOTE- 293p.; Editing and design by Linda DeTray.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adventure Education; Educational Philosophy; *Educational Practices; Educational Trends; Elementary Secondary Education; *Experiential Learning; *Foundations of Education; Higher Education; *Holistic Approach; *Individual Development; Outdoor Education
IDENTIFIERS- *Challenge Education

This book provides an overview of an evolving orientation to the facilitation of growth and learning that can be summarized as "challenge education." Challenge education is a complex synthesis of a variety of therapeutic, educational, recreational, rehabilitative, and enrichment strategies. Chapter 1 outlines the historical roots of challenge education and summarizes the contributions of various educational methodologies: outdoor education; camping education; adventure education; awareness education; somatic education; humanistic education; play education; recreation education; experiential education; and other influences derived from holistic health, family therapy, social psychology, interactional theory, spiritual education, and Native American education. Chapter 2 discusses philosophical foundations of challenge education, introducing the ideas of E. F. Schumacher, Arthur Combs, George Brown, Roberto Assagioli, Teilhard de Chardin, Jack Gibb, and Jiddu Krishnamurti, as well as ideas from existential theory, experiential education, neo-humanism, trust level theory, and "connectedness and belongingness" theory. Each of the first two chapters contains over 250 references for further exploration. Chapter 3 summarizes basic operational guidelines for challenge education, including mandatory procedures related to experiential learning, safety, risk awareness, goal setting, sequential approach to activities, debriefing, environmental concerns, and ethics, and highly desirable procedures involving pre- and post-program involvement, team building, evaluation and research, and solo time or introspection. Chapter 4 includes 10 original papers about contemporary issues in challenge education. These papers are: "Program Accessibility for Persons with Disabilities" (Christopher C. Roland); "Environmental Ethics" (Gary M. Robb); "Realizing Human Values" (Michael McGowan); "Leadership Development: Technical Skills, Peoplework Skills, Character Traits, Personal Growth, and Challenge Leadership" (Thomas E. Smith); "Societal Impact" (Warren Schumacher, Judith A. Hoyt); "Higher Education" (Dan Creely, Bill Quinn); "Corporate Outdoor Experiential Training & Development" (Richard J. Wagner, Gail M. Ryan, Christopher C. Roland); "Interdisciplinary Models, Approaches, & Networking" (Christopher C. Roland); "Urban Issues" (Steve Proudman); and "The Challenge of Research for Challenge Education" (Thomas E. Smith). Contains additional references and an index. (SV)

ED 417 063 SE 060 718

*Masters Degrees; Racial Factors; Science and Society; *Science Education; Scientists; Tables (Data); Undergraduate Study
IDENTIFIERS- National Science Foundation

This publication reports on the rate at which minorities earned Bachelor's and Master's degrees in science and engineering in the 12-month period ending June 1995. This report contains general notes, data highlights, technical charts, detailed statistical tables, and a classification of programs. Data is displayed by gender, geographic location, and type of degree-granting institution. (DDR)

ED 417 088 SE 061 223

Weisgarber, Sherry L.; Van Doren, Lisa; Hackathorn, Merrianne; Hannibal, Joseph T.; Hansgen, Richard
Hands On Earth Science.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; *Concept Formation; *Earth Science; Elementary Secondary Education; Geology; *Hands on Science; Learning Strategies; *Minerals; Models; Plate Tectonics; Science Activities
IDENTIFIERS- Ohio

This publication is a collection of 13 hands-on activities that focus on earth science-related activities and involve students in learning about growing crystals, tectonics, fossils, rock and minerals, modeling Ohio geology, geologic time, determining true north, and constructing scale-models of the Earth-moon system. Each activity contains detailed instructions and a list of necessary equipment. (DDR)

ED 417 089 SE 061 224

Hazardous Educational Waste Collections in Illinois.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Environmental Education; *Environmental Standards; *Hazardous Materials; Laboratory Safety; Occupational Safety and Health; *School Safety; Secondary Education; Wastes
IDENTIFIERS- Illinois

This report presents the status of programs designed to manage hazardous educational waste collections in secondary schools in the state of Illinois. Laboratory wastes, expired chemicals, unstable compounds, and toxic or flammable materials are accounted for in this document. The report contains an executive summary, a review of Illinois statutes that apply to hazardous waste collection, discussion of planning considerations, a description of a pilot project, a list of school requirements, waste categories and amounts collected, disposal costs, legislative options, and a discussion of pilot program validation. Tables and appendices provide additional information. (DDR)

ED 417 090 SO 026 697

Sears, James T., Ed.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Behavioral Science Research; Catholics; Children; *Culture Conflict; Foreign Countries; Interfaith Relations; Intermediate Grades; Multicultural Education; Protestants; Religion Studies; *Religious Differences; Secondary Education; *Social Attitudes; *Social Differences; *Social Environment; Student Attitudes; *Violence
IDENTIFIERS- *Northern Ireland (Belfast)

This book describes the results of a study of the political development of 35 Protestant and Catholic children between 11 and 16 years old, attending integrated and non-integrated secondary schools in Belfast, Northern Ireland. The research maps Belfast schoolchildren's images of political violence, political authority figures, and their views about the possibility for peaceful change. Results show that for the children in the study, the conflict in Northern Ireland is not only a religious one, but one that involves economic, political, historical, and psychological issues. The study also indicated that age, class, gender, and religious differences may be significant for both school populations. Specifically, different patterns of political imagery for both age groups in both types of schools in Belfast indicate important dimensions to the troubles. A key unanswered question is the effect of social diversity on daily experience and how that relates to youth violence and tolerance. (EH)

ED 417 111 SO 028 536

Maschke, Karen J., Ed.
Educational Equity. Gender and American Law, Vol. 4: The Impact of the Law on the Lives of Women.
PUB DATE- 97
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Affirmative Action; Civil Rights; Educational Discrimination; Educational Opportunities; *Equal Education; Equal Facilities; *Females; Justice; *Sex Discrimination; *Womens Studies
IDENTIFIERS- Title IX Education Amendments 1972

This volume of essays addresses the history of women's access to education with specific examples of achievements and challenges. The 10 essays include: (1) "An Interview on Title IX with Shirley Chisholm, Holly Knox, Leslie R. Wolfe, Cynthia G. Brown, and Mary Kaaren Jolly" (Harvard Educational Review); (2) "'The Ladies Want to Bring about Reform in the Public Schools': Public Education and Women's Rights in the Post-Civil War South" (Kathleen C. Berkeley); (3) "Sex Discrimination in Athletics: A Review of Two Decades of Accomplishments and Defeats" (Glenn M. Wong; Richard J. Ensor); (4) "The Trouble with Coeducation: Mann and Women at Antioch, 1853-1860" (John Rury; Glenn Harper); (5) "The Fear of Feminization: Los Angeles High Schools in the Progressive Era" (Victoria Bissell Brown); (6) "Beyond Title IX: Toward an Agenda for Women and Sports in the 1990s" (Nancy Beadie); (7) "Emma Willard's Idea Put to the Test: The Consequences of State Support of Female Education in New York, 1819-67" (Nancy Beadie); (8) "The LSAT: Narratives and Bias" (Leslie G. Espinoza); (9) "United States v. Virginia: The Case of Coeducation at Virginia Military Institute" (Julie M. Amstein); and (10) "Where Coeds Were Coeducated: Normal Schools in Wisconsin, 1870-1920" (Christine A. Ogren). (Contains references.)(EH)

Elementary Secondary Education; Evaluation; Grade Repetition; Integrated Curriculum; Learning Strategies; Mixed Age Grouping; *Resource Materials; School Readiness; Special Needs Students
IDENTIFIERS- ERIC Digests

This compilation of resource materials includes ERIC Digests, worksheets and short articles. The eight chapters cover: (1) "Readiness/Kindergarten"; (2) "Multiyear Education"; (3) " Extra Learning Time"; (4) "Teaching Across the Curriculum"; (5) " Learning and Understanding"; (6) "Behavior and Inclusion"; (7) "Special Needs"; and (8) "Assessment." Includes a list of print and electronic resources, 606 citations, and an index. Most chapters contain handouts to be used in the classroom and they can also be reproduced. (LH)

ED 417 132 SP 037 739

Christopher, Cindy J.
Teacher Tips and Timesavers: Ready-to-Use Classroom Activities.
PUB DATE- 97
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Core Curriculum; *Discipline; Mathematics Instruction; Moral Development; Parent Participation; *Portfolios (Background Materials); Prosocial Behavior; Reading Instruction; Science Instruction; Service Learning; Spelling; Teaching Methods; Worksheets; Writing (Composition)

Ideas, shortcuts, and tips on discipline, portfolios, academics, and parent involvement are organized in a list format to help teachers work more efficiently. The six chapters include: (1) Academics (Reading, Writing, Spelling, Science, and Math Journals); (2) Portfolios; (3) Discipline; (4) Caring; (5) Parents (First Time Communication, Involving, Informing, Conferences); and (6) Miscellaneous. Reproducible worksheets are included for teacher use. Contains an index. (LH)

ED 417 133 SP 037 776

Emihovich, Catherine; Herrington, Carolyn D.
Sex, Kids, and Politics. Health Services in Schools.
PUB DATE- 97
NOTE- 228p.; Foreward by Irving Lazar.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; *Child Health; Early Parenthood; Elementary School Students; Elementary Secondary Education; *Health Programs; Health Promotion; Low Income Groups; Moral Development; Politics of Education; Public Health; *Public Schools; School Community Relationship; *School Health Services; School Role; Secondary School Students; Sex Education; Sexuality; State Agencies; State Government; *State School District Relationship; Statewide Planning
IDENTIFIERS- Florida

This book examines practical, cultural, and political implications of placing health service programs in public schools, detailing three cases of Florida school districts, where a controversial statewide initiative for health services in schools recently went into effect. The plan supports programs to promote the health of medically underserved

Higher Education; *Preservice Teacher Education; Program Development; *Student Recruitment; Student Teachers; *Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Student Support Services; University of North Carolina Charlotte

The University of North Carolina at Charlotte's "Seven-Year Student Development Plan" identified phases, steps, goals, and activities associated with attracting and supporting undergraduate, postbaccalaureate, and graduate students prior to, during, and for 1 year after their enrollment in the university's teacher education program. Phase 1 of the development of the plan involved advertisement, recruitment, and initial student orientation. Many of the Phase 1 actions capitalized on the ongoing activities of other campus offices. Significant efforts were devoted to direct correspondence with students in local high schools and community colleges. The school had difficulty recruiting ethnic minorities. Phase 2 involved orientation, socialization, academic advising, and preparation for teacher education. The first year of implementing the plan suggested that the steps and goals of Phase 2 were satisfactory, though about 20 percent of freshman and sophomore pre-education students changed their majors out of education, and there were no attempts to determine the reason for departure. Phase 3 involved academic advising, student teaching, and teacher licensure. This stage was also satisfactory. However, student scores on the Praxis II Specialty Area tests were low, so students need more help preparing for them. Phase 4 involved graduate surveys and review/revision of the "Seven-Year Student Development Plan." Results found that graduates were positive about the program. The employment rate for the graduates in local school districts was about 93 percent. (SM)

ED 417 150 SP 037 794

Brulle, Andrew R.
Influencing Public Policy through Collaborative Efforts.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (78th, Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; Partnerships in Education; Politics of Education; Preservice Teacher Education; *Public Policy; *Teacher Collaboration; Teacher Educators; Teachers
IDENTIFIERS- Illinois

This paper discusses how the collaboration of several educational groups (the Illinois Association for Supervision and Curriculum Development, Illinois Association of Teacher Education, Commission for Quality Teacher Education in Illinois, Golden Apple Foundation, and Illinois Staff Development Council) has helped influence public policy. The group, which calls itself the Coalition for Induction Activities, hosted a statewide conference on best practices in teacher induction to encourage school districts to participate. Conference proceedings were published and disseminated, giving the group a voice. Another sample document for student notification of class requirements, accommodation needs, expected behaviors, and criminal records is included. (Contains eight references.) (SM)

ED 417 167 SP 037 813

Runyan, Kent; White, Victoria; Hazel, Linda; Hedges, Dick
A Seamless System of Professional Development from Preservice to Tenured Teaching.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Mentors; Partnerships in Education; Preservice Teacher Education; Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- Kansas

The Kansas Goals 2000 Early Career Professional Development Program is a joint effort between universities, the Southeast Education Service Center, and 68 school districts. The program helps provide a seamless system of professional development for beginning teachers in their first 3 years of experience. The program relies heavily on trained mentors who offer continuous daily support. Nine mentor training sessions are held throughout the year to prepare the mentors. The sessions focus on such areas as facing fears, student motivation, discipline, conferencing skills, teaching and learning styles, instructional strategies, planning integrated curriculum, using technology, evaluating students, and evaluating the program. In addition to the training sessions, there is the Early Career Teacher Training Manual. It offers an orientation checklist, activity time line, and information on getting started, classroom management, conferencing, effective instructional strategies, and technology. Both qualitative and quantitative data have been collected on the program, including a teacher needs assessment and discussion with teachers. Results show that the program is very effective. Participants are excited about the collaborative effort and expect it to serve as a model for future induction efforts by the state of Kansas. (Contains 2 tables and 16 references.) (SM)

ED 417 168 SP 037 814

Westbrook, Amy Barham
Teacher Selection Practices in Effective Elementary Schools Which Differ in Community Type and Socioeconomic Status Context.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (21st, Houston, TX, January 22-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Principals; Rural Schools; School Effectiveness; *Socioeconomic Status; Teacher Characteristics; Teacher

teachers were supervised remotely by university supervisors using modern communications and computer technologies, and directly by cooperating teachers in the remote school, making use of available technology. Data from participant interviews and documentation of student teachers' and university supervisors' personal reflections on the experience indicated that the congruence of various new information technologies, appropriately applied to support practicum experiences, enriched the experiences of everyone involved. The project supported development of more collegially based practices and sharing of practical knowledge and wisdom to enrich education. (Contains 18 references.) (SM)

ED 417 185 SP 037 832

Suleiman, Mahmoud F.
The Virtues of Responsible Teaching: Implications for Empowerment.
PUB DATE- 98
NOTE- 11p.; Portions of this paper were presented at the Annual Conference of the National Social Science Association (1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; Ethics; Higher Education; Preservice Teacher Education; Student Attitudes; *Student Empowerment; *Student Motivation; Students; Teacher Attitudes; Teacher Educators; Teacher Student Relationship

This paper investigates the importance of responsible teaching, examining how professionally empowered teachers can move students in the direction of becoming empowered and independent learners. It explains that empowerment is integral within teacher education. Teachers must provide minimum conditions for success in terms of responsible teaching paradigms. Many variables determine how educators teach, and how these variables shape any interactions with students. It is important to eliminate barriers that could prevent teachers from empowering their students in the educational process. Moral dimensions of school reform dictate educators to adhere to conducive ethical standards and committed actions vital to the adequate performance of their teaching profession. Teacher education programs should implement empowerment in the school culture through proactive tangible procedures and action to ensure that responsible teaching is a prerequisite for responsible learning. Teachers must be intellectually appealing to students, effective in the learning-teaching contexts, and professionally ethical. They must believe in and act upon belief in students' great potential for learning and reflect the professional values of well-prepared and empowered teachers. Teacher educators need to avoid defensive teaching, which can benignly endanger students and teachers by jeopardizing ethical codes and moral obligations and suppressing students' voices. Quality teaching results in quality learning. Unless there are responsible teaching strategies in teacher education programs within an empowering framework, it will be difficult to actualize the ideals of the teaching profession. (Contains 12 references.) (SM)

ED 417 186 SP 037 833

Thomas, Cheryl; O'Connell, Raymond W.
Student Perceptions of Block Scheduling in a New York State

for the effects of differences in survey methodology, timing, definition, and question wording. Estimates from the NHES:93 SR survey for characteristics of early childhood educational experiences are, in many respects, quite similar to estimates from other surveys collecting similar data from similar populations. One of the primary reasons for the differences that do exist is the wording of survey questions. Timing of surveys, and definitions of ages also affect comparability. Findings from the SS&D component are also generally consistent with findings from other surveys. On issues where the wording is similar, the estimates tend to be similar. Appendix A contains summary descriptions of the survey data sets used for this report. (Contains 29 tables and 24 references.) (SLD)

ED 417 203   TM 028 144

Vaden-Kiernan, Nancy; Nicchitta, Patricia G.; Montaquila, Jill; Collins, Mary A.
Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; *Data Collection; Elementary Secondary Education; Family Involvement; *Interviews; Parent Participation; Questionnaires; *Research Design; Sample Size; *Sampling; Tables (Data)
IDENTIFIERS- Data Editing; *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics that concentrates on aspects of education that can best be addressed through contacts with households rather than institutions. The NHES is a telephone survey of the noninstitutionalized civilian population of the United States that has been conducted in 1991, 1993, 1995, and 1996. In the 1996 NHES (NHES:96), the primary topics addressed were parent and family involvement in education and civic involvement. This working paper presents information on the survey design, data collection, interview timing, and data editing for the NHES:96. The section on "Design Overview" describes the four interviews that evaluated the three substantive topics of the NHES:96, household members' use of public library services, parent and family involvement in education, and civic involvement. "Sample Design" describes the sample design, the way sample sizes were determined, the random digit dialing method, and sampling of households and within households. "Data Collection" describes supervisor and interviewer training, data collection procedures, special data collection activities, and data quality. The data editing process that ensures the completeness and quality of the data is described in the last section. Six appendixes present materials used for the interviews, edit specifications, and a database design diagram. (Contains 18 tables and 7 references.) (SLD)

ED 417 204   TM 028 145

Patz, Richard J.; Wilson, Mark; Hoskens, Machteld
Optimal Rating Procedures and Methodology for NAEP Open- Ended

American Statistical Association in August 1991, June 1993, and August 1993. The following papers are included: (1) "The Schools and Staffing Survey: Research Issues" (Daniel Kasprzyk); (2) "The Schools and Staffing Survey: How Reinterview Measures Data Quality" (John M. Bushery, Daniel Royce, and Daniel Kasprzyk); (3) "Mail versus Telephone Response in the 1991 Schools and Staffing Survey" (Randall J. Parmer, Pao-Sheng Shen, and Andre I. Tan); (4) "Questionnaire Research in the Schools and Staffing Survey: A Cognitive Approach" (Cleo R. Jenkins); (5) "Balanced Half-Sample Replication with Aggregation Units" (Steven Kaufman); (6) "Characteristics of Nonrespondents in the Schools and Staffing Surveys' School Sample" (Pao-Sheng Shen, Randall J. Parmer, and Andre I. Tan); (7) "Improving Reliability and Comparability of NCES Data on Teachers and Other Education Staff" (Rolf K. Blank); (8) "Sampling Frames at the United States National Center for Education Statistics" (Marilyn McMillen, Daniel Kaspryzk, and Paul Planchon); (9) "Monitoring Data Quality in Education Surveys" (Samuel S. Peng, Kerry Gruber, Wray Smith, and Thomas B. Jabine); (10) "Generalized Variance Functions for the Schools and Staffing Survey" (Sameena Salvucci, Glenn Galfond, and Steven Kaufman); (11) "A Bootstrap Variance Estimator for the Schools and Staffing Survey" (Steven Kaufman); (12) "Adjusting for Nonresponse Bias of Correlated Items Using Logistic Regression" (Pao-Sheng Shen and Robin Fisher); (13) "Comparisons of School Locale Setting: Self-Reported versus Assigned" (Frank Johnson); (14) "The Accuracy of Teachers' Self-Reports" (Bradford Chaney); (15) "Characteristics of Nonrespondents to the 1990-91 Schools and Staffing Survey" (Wray Smith, Ramal Moonesinghe, and Kerry Gruber); (16) "Implicit Markets for Teacher Quality and School Attributes" (Dale Ballou and Michael Podgursky); (17) "Who Decides? Principals' and Teachers' Views on Decision-Making" (Judith I. Anderson); and (18) "Determinants of Pupil-Teacher Ratios at School Sites: Evidence from the Schools and Staffing Survey" (Lawrence O. Picus and Minaz Bhimani). Each paper contains references. (SLD)

ED 417 223   TM 028 181

Generalized Variance Estimate for Schools and Staffing Survey (SASS). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Administration; *Elementary Secondary Education; *Error of Measurement; *Estimation (Mathematics); Mathematical Models; National Surveys; Private Schools; Public Schools; *Sampling; Tables (Data); *Teacher Supply and Demand
IDENTIFIERS- *Generalized Variance Functions; *Schools and Staffing Survey (NCES); Variance (Statistical)

The 1987-88 Schools and Staffing Survey (SASS) looked at a national sample of elementary and secondary public and private schools. Components of the SASS, a data collection effort of the National Center for Education Statistics, were surveys of teacher demand and shortage, schools, administrators, and teachers. Approximately 13,000 schools and administrators, 65,000 teachers, and 5,600 local education agencies composed the SASS sample. This study was conducted to develop generalized variance functions that could be used to

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; American Indians; Asian Americans; Black Students; College Entrance Examinations; College Freshmen; *College Students; Community Colleges; Comparative Analysis; *Enrollment Rate; Enrollment Trends; Ethnic Groups; Females; High School Graduates; High Schools; Higher Education; Hispanic Americans; Institutional Characteristics; Males; Minority Groups; *Private Colleges; Racial Distribution; *State Colleges; State Surveys; State Universities; *Student Characteristics; Student Financial Aid; *Student Mobility; Tables (Data); Time to Degree; Transfer Students; Trend Analysis; Two Year Colleges; White Students
IDENTIFIERS- American College Testing Program; *Oklahoma

This report provides data on student characteristics, enrollments, and flow in Oklahoma's postsecondary education institutions, public and private, including two-year colleges. Maps and tables, with some narrative, present information on enrollments as a percentage of population, rates of entry into postsecondary education, geographic distribution of enrollments, student migration patterns, first-time freshman enrollment patterns, headcount enrollments (by class level, division, student credit hours, race/ethnic group, gender, class level, full/part-time status, program of study, geographic origin) progression rates for cohorts of first time freshmen by institution type, transfer patterns (within-state and interstate), enrollment projections through 2009-10, American College Testing Program mean scores, graduation rates for all students and for transfers, financial aid distribution patterns, and student participation in noncredit activities. (MSE)

ED 416 791 HE 031 040

The Distribution of Native Americans in the Oklahoma State System of Higher Education by Institution and by Tribe. A Background Report.
PUB DATE- 97
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *American Indians; College Faculty; College Freshmen; College Students; Community Colleges; Comparative Analysis; Demography; *Enrollment Rate; Females; *Geographic Distribution; Higher Education; *Majors (Students); Males; School Personnel; State Colleges; State Surveys; State Universities; Student Characteristics; *Tribes
IDENTIFIERS- *Native Americans; *Oklahoma

The report presents data on the distribution of Native American students, faculty, and staff in Oklahoma's public postsecondary education institutions, including community colleges. Data (tables, charts, maps, and narrative) are presented for: Oklahoma's share of Native Americans within the U.S. population; the state's Native American population since 1890; distribution of the general and student populations by race; proportion of Native Americans in postsecondary education, by tribe; Native American enrollments (proportional and headcount); enrollment by tribe and institution; distribution of Native American administrators, faculty, and staff; and ten-year enrollment trends. In some cases, comparisons are made with other ethnic/racial groups. Appended materials include: student enrollment by institution, class level, gender, and tribe; areas of declared major and fields of study; and maps alcohol abuse problems) at institutions with higher percentages of residential students and fewer commuter students; (5) crime prevention efforts included student educational programs, increased visibility of security officers, limited access during nights and weekends, more escort and shuttle bus services, and improved outdoor lighting; and (6) 98 percent of the institutions compiled an annual security report. An appendix lists survey respondents to one of the surveys. (DB)

ED 416 810 HE 031 074

Walvoord, Barbara E.; Anderson, Virginia Johnson
Effective Grading: A Tool for Learning and Assessment.
PUB DATE- 98
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Case Studies; *College Instruction; Course Organization; Departments; *Educational Assessment; Faculty Development; Faculty Evaluation; *Grading; Higher Education; Instructional Improvement; Student Motivation; Teaching Methods; Theory Practice Relationship

This guide for college faculty attempts to balance assessment theory and practical advice on grading. Grading is viewed as a complex process that serves multiple roles: evaluation, motivation, communication, and organization, and this work provides examples from classrooms in many disciplines, sample assessment plans for departments and general education programs, and a case study. End-of-chapter activities help readers plan the grading component of a course and are appropriate for a collaborative faculty workshop on grading and assessment. The 12 chapters, organized in two parts, address, first, grading in the classroom: (1) the power of grading for learning and assessment. (2) managing the grading process, (3) making assignments worth grading, (4) fostering motivation and learning through grading, (5) establishing criteria and standards, (6) calculating course grades, (7) communicating with students about grades, (8) making grading more time-efficient, and (9) using the grading process to improve teaching. The second part covers how grading serves other assessment purposes, and includes: (10) determining faculty performance, rewards, and incentives, (11) strengthening departmental and institutional assessment, and (12) a case study of grading as a tool for assessment. Three appendices offer principles of good practice for assessing student learning, a classification of assignments and tests, and examples of primary trait-based scales developed by faculty. (Contains approximately 175 references.) (DB)

ED 416 811 HE 031 075

Schneider, Carol Geary; Shoenberg, Robert
Contemporary Understandings of Liberal Education: The Academy in Transition.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

rip through central Florida, Albania troops quell two-day old riots, recent strange weather in the U.S. attributable to El Nino, debate rages over the value of herbal remedies cure for common cold, century's last total solar eclipse, and talk show host Oprah Winfrey cleared in court case brought by beef ranchers (February 23-27). (SWC)

ED 416 828 IR 018 724

Rossman, Mark H., Ed.; Rossman, Maxine E., Ed.
Facilitating Distance Education.
PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Cognitive Style; Computer Mediated Communication; *Computer Uses in Education; *Continuing Education; *Distance Education; Educational History; Educational Resources; Educational Technology; Higher Education; Teaching Methods

This collection of articles on distance learning reflects the perspectives and concerns of the learner and the facilitator of learning in distance education setting. Eight chapters are included: (1) "The Evolution and Advantages of Distance Education" (John E. Cantelon) traces the history of distance education and demonstrates how it transcends time and space; (2) "Distance Learning Technology" (Robert D. Stewart) explores the wide array of technology used in distance education in the 1990s; (3) "Learning Styles: Implications for Distance Learning" (Waynne Blue James and Daniel L. Gardner) discusses learning styles, assessment instruments, and ways to enhance distance education by addressing individual learning styles; (4) "Community and Computer-Generated Distance Learning Environments" (Dale L. Cook) discusses how to humanize the distance education setting and ways in which a sense of community can be developed; (5) "The Undergraduate Curriculum and Distance Education" (Gary E. Miller) discusses several models of undergraduate curriculum and how they have been affected by distance education technology; (6) "Graduate Degree Programs and Distance Education" (Craig D. Swenson) describes the fit between graduate education and distance education; (7) "Antecedents to Distance Education and Continuing Education: Time to Fix Them" (Marlowe D. Froke) describes the development of William Rainey Harper's concept of continuing education and other precursors of distance education; and (8) "Distance Learning Resources for Distance Educators" (Sherrill Weaver) explains how to use Internet access and Gopher software to identify and locate the most recent books, articles, journals, courses, discussion groups, and related resources concerned with distance education. An index is included. Each chapter contains references. (JAK)

ED 416 829 IR 018 726

Lewis, Wiley B.; Jansen, Duane G.
Characteristics of Hypermedia Presentations.
PUB DATE- 97
NOTE- 29p.; Paper presented at the meeting of the American Vocational Association, Vocational Instructional Materials Section (Las Vegas, NV, December 12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 416 845 IR 018 743

Abramson, Gertrude W., Ed.
HyperNexus: Journal of Hypermedia and Multimedia Studies. 1996-1997.
PUB DATE- 97
NOTE- 146p.; For volume 6, see ED 398 862.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Book Reviews; Computer Software Reviews; *Computer Uses in Education; Courseware; Educational Media; Electronic Journals; Elementary Secondary Education; Higher Education; *Hypermedia; *Multimedia Instruction; *Multimedia Materials; Teaching Methods; Telecommunications; World Wide Web

This document consists of one volume year (four quarterly issues) of the journal "HyperNexus," containing articles on hypermedia and multimedia use in education. Article topics include using hypermedia to teach telecommunications; Turtle View--a 3D geometry program; helping students design World Wide Web documents; highlights of the National Educational Computing Conference (NECC) 1996; software and book reviews; developing interactive, dynamic courseware; working in a hypertext environment; feedback in multimedia HyperStudio stacks; intranet use in the learning environment; hypertext passages with students who exhibit reading difficulties; simulation in web-based environments; MidLink Magazine--for children in the middle grades; an electronic journal focused on computers across the curriculum; and music education resource links. Columns include editorials, messages from the Chair of the SIGHyper Board of Directors, and "Exemplary Web Sites." Issue number 4 includes an index to "HyperNexus" volume 7, numbers 1-4. (SWC)

ED 416 846 IR 018 744

Anderson, Julie, Ed.
Community Update, 1997-1998.
PUB DATE- 98
NOTE- 62p.; For the 1996-97 issues (n34-45), see ED 405 845.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; Early Childhood Education; Educational Finance; Educational Testing; *Elementary Secondary Education; *Family Involvement; *Family School Relationship; Federal Government; Government Role; Government School Relationship; Public Libraries; Reading Programs; *School Community Relationship; Summer Programs; Teacher Education; Volunteers
IDENTIFIERS- Telecommunications Act 1996; Universal Service (Telecommunications)

This document consists of 10 issues of the newsletter "Community Update," containing articles on community and family involvement in education. Article topics include: preparing America's future teachers; reports on satellite town meetings; E-rate (education rate) discounts for telecommunications services in schools and libraries; President Clinton's Call to Action for American Education in the 21st century; 1998 and 1999 education budgets; early childhood development; summer reading programs; public school choice; opportunities for

Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Workplace Literacy

IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Ouachita Parish Public Library (Louisiana) conducted a project that involved recruitment, coalition building, public awareness, training, basic literacy, collection development, tutoring, technology, and English as a Second Language (ESL) programs. The project served a community of over 200,000 people, and targeted the learning disabled, mentally disabled, workforce/workplace learners, seniors/older citizens, and ESL learners. Tutoring was done using the Laubach method specifically for ESL learners, civil service test preparation, drivers' license test preparation, language experience, pre-GED, and sight word development. The project served 143 adult learners and provided 3,471 hours of direct tutoring service. The report provides a comparison of actual accomplishments to the following objectives for 1992-93: (1) at least 75 new adult learners will be recruited for the library literacy program, Project READ--A Second Chance; (2) at least 50% of the new adult learners who have been in the program at least 13 weeks will have made satisfactory progress in achieving literacy skills; (3) at least 75 new volunteers will be recruited as tutors; and (4) at least 70% of the new volunteers will successfully complete the Laubach Literacy Training Program. Appendices include the enrollment form for adult learners, tutorial log, volunteer enrollment and activity form, media messages and press release, printed program materials, outline of new volunteer training program, inservice training program information, advisory committee documentation, and sample of progress notes. (SWC)

ED 416 863 IR 056 888

Holtslander, Linda

Loudoun County Public Library. Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Assisted Instruction; Computer Software; Expenditures; Federal Programs; Grants; Homeless People; Library Role; *Library Services; *Literacy Education; Public Libraries; Residential Programs; Transitional Programs; Tutoring; Tutors; Volunteer Training; Volunteers

IDENTIFIERS- Library Services and Construction Act; Tutor Training; Virginia (Loudoun County); Volunteer Recruitment

This final performance report for the Loudoun County Public Library literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the major project objective: to create a non-threatening learning environment at the Transitional Housing Center (THC), a residential homeless shelter. Proposed and actual expenditures are compared. Activities undertaken are described, including: (1) the organization of the Success Center, a literacy center with the purpose of providing adult

Steinhoff, Nadene; Jenkins, Ronald
Logan Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; English (Second Language); Family Programs; Federal Programs; Grants; Learning Disabilities; Library Collection Development; Library Role; *Literacy Education; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Utah (Logan); Volunteer Recruitment

The Bridgerland Literacy program of Logan Library (Logan, Utah) involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, computer assisted, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The program served a community of 50,000-100,000 people, and targeted the learning disabled, intergenerational/families, ESL learners, and functionally or marginally literate learners. Tutoring was done one-on-one and in small groups, using the Laubach, Literacy Volunteers of America (LVA), and Michigan methods. The program served 117 adult learners, and provided 2,763 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: evaluation report, program survey, sample tutor and student newsletters, newspaper articles highlighting literacy programs. (SWC)

ED 416 881 IR 056 906

Hess, Therese M.
Martinsburg-Berkeley County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; Correctional Education; English (Second Language); Family Programs; Federal Programs; Grants; Learning Disabilities; Library Collection Development; Library Role; *Literacy Education; Microcomputers; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor

materials challenges in Colorado public libraries in 1995. One issue provides a status report for Colorado school library media centers for 1995-96. A June 1996 survey of metropolitan libraries in Colorado and nationwide investigated and compared circulation policies for different format materials. (SWC)

ED 416 899 IR 056 928

Fast Facts: Recent Statistics from the Library Research Service, Nos. 123-130. January-August 1997.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Internet; *Learning Resources Centers; Library Automation; Library Circulation; Library Materials; *Library Personnel; *Library Statistics; Online Catalogs; *Public Libraries; *School Libraries; Tables (Data); Use Studies; *Users (Information)
IDENTIFIERS- *Colorado; Entertainment; Library Cards

Eight issues of a newsletter on recent library statistics provide information on Colorado public library cards, public library use, Internet use by librarians, school library media centers, electronic services in academic libraries, and the role of information in entertainment. In 1995, Coloradans had 2.5 million library cards, and three times as many Coloradans said they visit one or more libraries at least once a month as attend movie theaters at least once a month. According to a briefing paper on the 1996 National Household Education Survey, Colorado ranks 6th in the nation on public library use. Two years after a grant to provide librarians without previous Internet experience with a cost-free, short-term account on Colorado SuperNet, a survey was conducted to assess participants' present Internet usage, effectiveness of their initial and ongoing training, and the overall impact on their professional relationship with patrons. A 1993-94 survey looked at the status of school library media centers in Colorado, neighboring states, and the United States. A survey in fall of 1996 provided data about electronic services in academic libraries in Colorado and the U.S. Between 1993 and 1995, the "information as entertainment" economy grew by 9%, making it by 1995 more than a third of the recreation economy. Data from 1997 is provided on technology in and policies and practices of school library media centers in Colorado. (SWC)

ED 416 900 IR 056 929

Fast Facts: Recent Statistics from the Library Research Service, Nos. 131-137. September-November 1997.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Internet; *Learning Resources Centers; Library Automation; Library Circulation; Library Materials; Library Personnel; *Library Statistics; *Online Catalogs; *Public Libraries; *School Libraries; Tables (Data); Users (Information)
IDENTIFIERS- *Colorado

Seven issues of a newsletter on recent library statistics in the survey instrument. (BCY)

ED 416 918 JC 980 118

Cohen, Arthur M.; Brawer, Florence B.; Kozeracki, Carol A.
Jumpstart I Summary Report.
PUB DATE- 98
NOTE- 48p.; "Submitted to Marilyn Kounilsky, Ewing Marion Kauffman Foundation." Most pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education; College Curriculum; *Community Colleges; *Curriculum Development; Educational Assessment; *Entrepreneurship; Females; *Grants; Minority Groups; Philanthropic Foundations; Program Effectiveness; Student Characteristics; Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- Ewing Marion Kauffman Foundation

This paper describes the JumpStart project, a two-year grant program initiated by the Ewing Marion Kauffman Foundation and the Center for the Study of Community Colleges (CSCC) to help community colleges develop entrepreneurship education efforts. Following a brief introduction, findings are presented from an initial review of existing community college entrepreneurship programs. These programs indicate that they tend to function as adjuncts to regular business curricula, lack funding, and operate on an ad hoc basis. The initiation of the JumpStart project is then described, reporting eight community colleges from a total of 44 proposals were selected to receive grants and that funded programs focused on providing entrepreneurship training to African Americans, Hispanics, Native Americans, and women. Project descriptions and outcomes are then provided for the selected colleges: Texas' Collin County Community College, Pennsylvania's Community College of Philadelphia, California's Contra Costa College, New York's Jamestown Community College, California's Los Rios Community College, Mississippi's Meridian Community College, Colorado's Pueblo Community College, and Minnesota's Rochester Community College. The final section provides an evaluation of the project based on surveys of the colleges and their communities. This segment reports that programs requiring students to register for a set of sequential classes created better networks and had better developed classes than those offering isolated modules. Appendices provide project letters and forms, a list of responding colleges, and an agenda from a project meeting held in April 1995. (BCY)

ED 416 919 JC 980 119

Jay, Catherine; Blackerby, Cliff, B.
Hope Is Not a Method: How Instructional Strategies and Technologies for the Learning Disabled Can Benefit Traditional Learners.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Objectives; *Educational Strategies; *Educational Technology; Faculty Development; Helplessness; Higher

NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Community Colleges; *Educational Finance; Educational History; *Enrollment; Enrollment Trends; Expenditure per Student; Expenditures; *Institutional Characteristics; *Public Colleges; Salaries; School Demography; School Funds; *Student Characteristics; Tables (Data); Tax Allocation; Two Year College Students; *Two Year Colleges
IDENTIFIERS- *Mississippi

This report presents statistical and historical data on Mississippi's community and junior colleges as of 1996-97. The first section provides a list of state board members and board staff, a directory of community and junior colleges in the state, a map of college districts, a schedule of college board of trustees meetings, and a brief foreword. The second section presents data on enrollment in the state's public community and junior colleges, including 10-year enrollment trends from 1987 to 1996 and credit and total enrollment by institution by campus, non-credit enrollment by college, credit enrollment by county by college, and credit enrollment by race by college for fall 1996. The third section highlights 1996-97 system finances, including a comparison of revenue by source and expenditure by program, as well as data on county tax support, student fees and charges per semester, education and general expenditures by function and object, auxiliary enterprise revenues and expenditures, and expenditures per full-time equivalent student by function. The final section features data on program completion by sex for 1995-96, academic faculty salaries for 1997-98, faculty average salary versus regional average salary from 1985 through 1997, learning resources by school for 1996-97, dormitory utilization as of fall 1996, and transportation services by college for fall 1996. (BCY)

ED 416 938 JC 980 141

Mississippi Public Community and Junior Colleges Fall Enrollment Report, 1997.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Credit Courses; *Enrollment; *Enrollment Trends; Majors (Students); Noncredit Courses; *Public Colleges; State Surveys; *Student Characteristics; Two Year College Students; *Two Year Colleges
IDENTIFIERS- *Mississippi

This statistical report offers statewide and college-by-college data on enrollment at Mississippi's 15 public community and junior colleges, focusing primarily on data for fall 1997. The following nine tables are provided: (1) a statewide enrollment summary for fall 1997; (2) a comparison of fall 1996 and fall 1997 enrollment for academic, technical, vocational, and non-credit courses; (3) full- and part-time credit headcount enrollment in academic, technical, and vocational curricula by college and campus for fall 1997; (4) full- and part-time credit and non-credit headcount enrollment by college for fall 1997; (5) non-credit headcount enrollment by program (e.g., adult basic education, general equivalent diploma, high school vocational, industrial training, Job Training Partnership Act, current families attending their child care centers. (Appendices include the comprehensive resource directory, brief guidebook to collaboration, and training materials. Contains 26 references.) (EV)

ED 416 957 PS 026 041

Seng, Seok-Hoon
Zone of Proximal Development and the World of the Child.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Educational Research Association Conference (Singapore, November 24-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; *Child Development; *Cognitive Development; *Early Childhood Education; Educational Research; Foreign Countries; *Learning Theories; Pretend Play; Teaching Methods
IDENTIFIERS- Mediated Instruction; Scaffolding; Vygotsky (Lev S); *Zone of Proximal Development

This paper examines Lev Vygotsky's theory concerning the zone of proximal development (ZPD) in children and its relevance to early childhood education. As per Vygotsky's "Mind in Society" (1978), ZPD is the difference between a child's "actual development level as determined by independent problem solving" and the "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." The paper focuses on the different nature of ZPD in the context of real world and pretend world activities of young children and how these activities differ in terms of parameters and motivations. Various studies on the application of ZPD to early childhood education are reviewed, especially in regard to guided participation, scaffolding, mediated learning, and other instructional techniques. The paper concludes by noting that while a Vygotskian perspective has theoretical and concrete value for early childhood education, further investigation is needed to extend Vygotsky's conceptions and to clarify their educational implications. Contains 14 references. (MDM)

ED 416 958 PS 026 191

Weissberg, Roger P., Ed.; Gullota, Thomas P., Ed.; Hampton, Robert L., Ed.; Ryan, Bruce A., Ed.; Adams, Gerald R., Ed.
Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8. The John & Kelly Hartman Series.
PUB DATE- 97
NOTE- 333p.; For individual papers, see PS 026 192-201.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Accident Prevention; Adolescents; Behavior Problems; Child Behavior; *Child Health; *Children; Depression (Psychology); Drug Abuse; Elementary Secondary Education; *Health Promotion; Injuries; Intervention; Nutrition; Pregnancy; *Prevention; Program Development; School Health Services; School Role; Sexuality; Substance Abuse; Suicide; Violence; *Well Being; *Youth Problems
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Preventive Education

faced by early childhood educators and child-care providers when working with families. The chapters are: (1) "The Family Supportiveness of Federal Early Care and Education Policy" (Sharon E. Rosenkoetter and Nancy E. Cohen); (2) "Creative Tension: Applying Family Support Principles to Early Childhood Programs" (Mary Larner); (3) "Early Education and Child Care Program Philosophy about Families" (R. A. McWilliam, Bradley J. McMillen, Kimberly M. Sloper, and Janey Sturtz McMillen); (4) "Early Childhood Program Assessment Scales and Family Support Practices" (Melinda M. Raab and Carl J. Dunst); (5) "Parents' Contributions to the Quality of Child Care Arrangements" (Douglas R. Powell); (6) "Preschool as Family Support" (Barbara T. Bowman); (7) "Child Care and Preventing Child Maltreatment" (Ross A, Thompson, Deborah J. Laible, Jennifer K. Robbennolt); (8) "Caregiving Interventions for Children Affected by Prenatal Substance Exposure" (Judith J. Carta); and (9) "Children Who Are Homeless: A Growing Challenge for Early Care and Education" (Mary Beth Bruder). Each chapter contains references. (EV)

ED 416 975 PS 026 243

Hartsock, Marcia; Davidson, Dana; Greenfield, Theresa; Grogan, Beverley
Make Kids Count in '97: Hawai'i Kids Count 1997 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 109p.; For 1996 Data Book, see ED 405 965.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; After School Programs; At Risk Persons; Child Abuse; Child Health; Child Neglect; *Children; Demography; Drinking; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Health Insurance; Infant Mortality; Out of School Youth; Poverty; Pregnancy; Prenatal Care; Preschool Education; *Social Indicators; Special Needs Students; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Arrests; *Hawaii; *Indicators; Vaccination

This Kids Count report is the third to examine statewide trends in the well-being of Hawaii's children. The bulk of this statistical report is comprised of indicator results and is divided into four major sections: (1) family composition and resources, including children in poverty, children in single parent families, births to single teens, and children with health insurance; (2) infancy and preschool years, including low-birth-weight infants, infant mortality rate, immunization rates, children at risk for developmental problems, and child abuse and neglect; (3) early school years, includes child death rates, children of working parents in after school programs, fourth graders' academic progress, and children with special needs; and (4) adolescence and youth, including eighth graders' academic progress, high school graduation rates, idle teens, juvenile arrest rates for violent crimes, substance use, teenage pregnancy, and teen violent deaths. Findings indicate that there have been improvements since 1990 in teen pregnancies, infant and child mortality rates, immunizations by age 2, and teen violent death rate. Conditions have worsened in the percent of children in poverty, income spent on shelter, low birthweight, children with working parents in after school programs, on-time high school graduation, excessive alcohol use, and juvenile violent crime arrest rates. The report knowledge and develop higher-order thinking skills. The curriculum integrates computers, manipulatives, and print materials. (Contains 36 references.) (KB)

ED 416 992 PS 026 269

Copley, Juanita V.; Padron, Yolanda
Preparing Teachers of Young Learners: Professional Development of Early Childhood Teachers in Mathematics and Science.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Higher Education; *Mathematics Instruction; *Professional Development; Program Descriptions; *Science Instruction; *Standards; *Teacher Education
IDENTIFIERS- National Science Education Standards; NCTM Professional Teaching Standards; Professional Standards for Early Education

This paper focuses on the professional development of early childhood teachers in mathematics and science, examining the challenges posed by the increasing need for early childhood teachers, especially for children from culturally and linguistically different backgrounds. The paper discusses the current status of professional development for early childhood teachers and points out the variation in quantity and quality of field experiences for early childhood teachers and the limited focus on mathematics and science in professional development. The paper next presents standards for professional development of the early childhood teacher with reference to mathematics and science, synthesized from the National Science Education Standards, Professional Standards for Teaching Mathematics, and the Professional Standards for Early Education, to: (1) develop good dispositions toward mathematics and science; (2) experience good teaching in mathematics and science; (3) focus on learning about children and the mathematics and science content of specific interest to them; (4) participate in a variety of professional development opportunities situated in a learning community; (5) demonstrate an ability to implement integrative curriculum; and (6) utilize appropriate strategies to establish family partnerships. The paper then describes four professional development programs in Texas focusing on early childhood mathematics and science instruction, specifically trainer of trainer modules, study groups with math and science emphases, a graduate class for early childhood teachers on young children's reasoning and thinking and appropriate math and science, and the Collaborative Coaching Project. (Contains 12 references.) (KB)

ED 416 993 PS 026 271

Elkind, David
Educating Young Children in Math, Science, and Technology.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English

Schools; Middle Schools; Older Adults; Preschool Education; Program Effectiveness; *Service Learning; Sex Differences; Student Attitudes; Student Volunteers; Test Construction
IDENTIFIERS- *Caring; Middle School Students; *Youth Community Service

Using as prompts scenarios of interaction at a preschool and senior center, this study examined student responses concerning the degree of caring exhibited. Data were collected from middle school students before and after participating in a service learning program involving service in a preschool, and from nonservice students. The service learning program used the National Helpers Network program model, which stresses the involvement of young adolescents in meaningful work in their community for at least 1 to 2 hours per week, linked with a weekly period of reflection. Of special concern was the caring methodology and how indicators of caring related to specific service learning experiences. Initial findings indicated that scenarios reflecting general moral dilemmas or hypothetical situations resulted in socially desirable responses and that scenarios reflecting actual or typical problems at service learning sites yielded greater variability in response. Pre- and post-program responses to the final service learning scenarios were rated on a 7-point scale for degree of caring, with empathetic communication rated as most caring and violent behavior rated as least caring. Differences were found only in the preschool scenario. Pre- and post-program differences indicated less aggressive responses and less punishment after participating in the service learning and a greater likelihood to invoke communication strategies for handling site-based problem situations. Nonservice students were more likely to use behavioral than communication strategies in handling problems with children. Results support the use of the assessment and suggest that service learning provides opportunities to engage in caring behaviors. (Contains four tables to support completed research.) (KB)

ED 417 011 PS 026 311

Improving the Quality of Child Care. Hearing of the Committee on Labor and Human Resources on Examining Proposals To Improve the Quality of Child Care in the United States, Including the Proposed Creating Improved Delivery of Child Care: Affordable, Reliable, and Educational Act of 1997. United States Senate, One Hundred Fifth Congress. First Session.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Development; *Day Care; Day Care Centers; Early Childhood Education; *Government Role; Hearings
IDENTIFIERS- Child Care Costs; *Child Care Needs; Congress 105th; Day Care Licensing; *Day Care Quality

These hearings transcripts present testimony on proposals to improve the quality of child care in the United States. Both oral and submitted written statements are included. Contributors are: Representative Peter Deutsch (Florida); Senator James M. Jeffords, committee chairman; Senator Mike Enzi (Wyoming); Senator Edward M. Kennedy (Massachusetts); Senator Christopher J. Dodd (Connecticut); Representative Benjamin Gilman (New York); Senator Connie Mack (Florida); Senator Bob Graham (Florida); a Florida couple whose child died while in day care; the principal investigator from the Study of Early Child Care, National Institute of Child Health and Human

Care Regulations; Quality 2000 Initiative

This report of the Quality 2000 Initiative documents the quality crisis in early care and education in the United States, discussing the reasons for this crisis and suggesting a plan for improvement. Part 1 of the report: describes the mediocre quality of care cited in the Cost, Quality, and Child Outcomes Study, the erosion of quality since 1980, and problems in staff training and educational levels; details the roots of the quality crisis; and maintains that the knowledge and political will to develop an effective early care and education system are in place. Part 2 discusses eight recommendations for developing this system: (1) use a wide range of approaches to achieve quality; (2) focus on goals and results for children; (3) place parents and families at the core of early care and education programs; (4) require staff to be licensed; (5) expand the content of training and education; (6) eliminate exemptions and streamline and enforce facility licensing; (7) raise new funds and set aside ten percent for quality and infrastructure; and (8) create local and state early care and education boards. Part 3 of the report, "Realizing the Vision," examines a range of existing initiatives or programs that can be built upon. This part also identifies three key strategies--conceptual exploration, comprehensive demonstration, and broad-based mobilization--and concludes with a call to action, suggesting who should do what to carry out the vision. The report's four appendices list task force and related meeting participants, consultant-partners, and commissioned working papers. Each part contains references. (Author/KB)

ED 417 028 PS 026 338

Sills, Christine; Soden, Kristin
Improving the Effectiveness of Computers in the Elementary Classroom through Peer Tutoring.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; *Educational Technology; *Elementary Education; *Elementary School Students; *Peer Teaching; Program Effectiveness; *Skill Development; Tutoring; Word Processing

Although many elementary classrooms have computers, students commonly report that they do not know how to use the them. This study assessed the effectiveness of a computer training program for students to increase their awareness of and comfort level on Macintosh and IBM computers in their classroom. Participating were fifth graders in an academically heterogeneous class in a school serving a middle to upper class population. Eight students (four boys and four girls, representing a wide range of abilities) were selected by the teacher to complete the training program and then tutor the remaining members of the class involved in the study. The tutors trained classmates on the use of ClarisWorks, a word processing program, with four tutors working on Macintosh and four on IBM computers. Tutors completed a Training Checklist after working with each student. The students' skills were evaluated both before and after the training sessions; the results showed that over 87 percent of the student felt extremely comfortable on both computer systems after being trained and rated the training program as very good or excellent. (Seven tables and 11 figures delineate findings. Six

(055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; *College Programs; Course Objectives; Educational Assessment; Educational Objectives; Evaluation Methods; Higher Education; Outdoor Education; *Performance Based Assessment; *Program Design; Program Evaluation; Recreational Activities
IDENTIFIERS- Debriefing; *Outdoor Recreation

The benefits based management (BBM) approach to outdoor recreation programming is a technique focused on outcomes and benefits derived from participating in outdoor recreation activities. This approach can be used to establish the significance of college outdoor programs on campus. The four premises of BBM are the articulation of outcome-oriented goals that address significant issues and concerns; the design of outdoor programs to address the stated goals; the establishment of an evaluation procedure that allows documentation of goal achievement and benefits to the individual; and the establishment of a marketing effort that communicates the significance of the programs offered. The advantages of BBM are listed and key definitions presented, followed by a discussion of program development guidelines, the nature of performance objectives, and programming principles. Probably the most important step in BBM is the processing or debriefing after the recreation experience. Guidelines are presented that include processing approaches and sample questions. In order to determine the impact of the BBM approach, a comprehensive assessment of the BBM project should be undertaken. A pre- and post-survey administered to participants and a control group are recommended, plus ongoing evaluation of performance objectives. Formative evaluation should be carried out throughout the project, with a summative evaluation conducted at the end. Includes figures depicting the recreation demand hierarchy, an activity planning model, a program planning sheet, and an activity report. (TD)

ED 417 046 RC 021 399

Cederquist, John
Effective Expedition Planning.
PUB DATE- 97
NOTE- 10p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; *Adventure Education; Group Dynamics; Leaders Guides; Outdoor Education; *Planning; Program Development; Risk Management; Safety
IDENTIFIERS- Environmental Impact; Expedition Education; *Outdoor Leadership; *Trip Planning

An expedition is different from other forms of overnight wilderness travel in that it involves extended time and distance in the field; it is beyond the reach of immediate rescue; and the party is self-contained regarding gear, provisions, and decision-making responsibilities. Successful expeditions may prove to be powerful, life-changing experiences. Conversely, failed expeditions may be destructive

Jurema, Ana Cristina L. A.
Computers in Schools: Are They Really Making a Difference? A Brazilian Glance in American Schools.
PUB DATE- 96
NOTE- 14p.; Paper presented at the International Conference on Technology and Distance Education (7th, Alagoas, Brazil, November 19-22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Constructivism (Learning); Educational Improvement; *Educational Technology; Elementary Secondary Education; Ethnography; Foreign Countries; *Public Policy; Qualitative Research; *Technological Literacy
IDENTIFIERS- Brazil; United States

This research employs an ethnographic approach in the examination of the effects that computers in schools have on student learning in the United States. It is argued that emphasis on technology, science, and mathematics is not enough to meet educational needs in America. The enthusiasm fostered by technological innovation often overshadows certain crucial questions with regard to how computers are used, the role that technology plays in solving problems, the role that computers play in educating a future workforce, and the long-term effects of technology in schools. Data is comprised of field notes and interviews that were recorded and transcribed. Findings indicate that a high volume of computer equipment does not guarantee competent students and that computers work best as tools of instruction. (Contains 18 references.) (DDR)

ED 417 064 SE 061 114

Mourad, Teresa; Morrone, Michele
Directory of Ohio Environmental Education Sites and Resources.
SPONS. AGENCY- Ohio State Environmental Protection Agency, Columbus.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Conservation Education; Curriculum Enrichment; Ecology; Educational Resources; Elementary Secondary Education; *Environmental Education; *Experiential Learning; *Field Trips; Hands on Science; History Instruction; Learning Activities; Museums; Nature Centers; *Outdoor Education; Parks; Planetariums; Recreational Facilities; *Science Teaching Centers; Social Studies; Zoos
IDENTIFIERS- Gardens; Ohio

This publication is the result of a collaboration between the Environmental Education Council of Ohio (EECO) and the Office of Environmental Education at the Ohio Environmental Protection Agency (OEPA). This directory of environmental education resources within the state of Ohio is intended to assist educators in finding information that can complement local curricula and programs. The directory is divided into three sections. Section I contains information on local environmental education sites and resources. These are grouped by EECO region, alphabetized by county, and further alphabetized by organization name. Resources range from arboretums to zoos. Section II lists resources available at a statewide level. These include state and federal government agencies, environmental education organizations and programs, and

Sexuality and the Curriculum: The Politics and Practices of Sexuality Education. Critical Issues in the Curriculum.
PUB DATE- 92
NOTE- 366p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Controversial Issues (Course Content); Elementary Secondary Education; Ethical Instruction; Higher Education; Moral Issues; Multicultural Education; Preservice Teacher Education; Sex Differences; *Sex Education; Sexual Harassment; *Sexual Identity; *Sexuality; Social Change; Social Problems; Teacher Education; Values

This book of essays explores the explicit and hidden curriculum of sexuality from kindergarten through college. The 15 interrelated essays challenge conventional assumptions regarding sexuality and the curriculum by applying non-traditional perspectives to traditionally unresolved problems while proposing specific curricular strategies and alternatives. It has a multicultural emphasis and integrates curriculum theory into sexuality education practice. The book is divided into four parts, plus two forewords, an introduction and commentaries on the four sections. Contents include: "Foreword: Sexuality Education in Policy and Practice" (Debra W. Haffner); "Foreword: Border Anxiety and Sexuality Politics" (Peter McLaren); "Introduction" (James T. Sears); Part 1, "Foundations for Sexual Inquiry" includes: (1) "Dilemmas and Possibilities of Sexuality Education: Reproducing the Body Politic" (James T. Sears); (2) "Ideological Conflict and Change in the Sexuality Curriculum" (Dennis L. Carlson); (3) "Sexuality and Censorship in the Curriculum: Beyond Formalistic Legal Analysis" (James Anthony Whitson); and "Commentary: Whose Sexuality Is It Anyway?" (Marianne H. Whatley); part 2, "Gender and Sexuality" includes: (4) "Learning to Be the Opposite Sex: Sexuality Education and Sexual Scripting in Early Adolescence" (Mara Sapon-Shevin; Jesse Goodman); (5) "Bitter Lessons for All: Sexual Harassment in Schools" (Eleanor Linn; Nan D. Stein; Jackie Young; Saundra Davis); (6) "Talking about Talking about Sex: The Organization of Possibilities" (Christine LaCerva); (7) "The Impact of Culture and Ideology on the Construction of Gender and Sexual Identities: Developing a Critically Based Sexuality Curriculum" (James T. Sears); (8) "Teaching College Students about Sexual Identity from Feminist Perspectives" (Mary Margaret Fonow; Debian Marty); and "Commentary: Why Should We Care about Gender and Sexuality in Education?" (Susan Shurberg Klein); part 3, "Making Meaning of Sexuality in the Schools includes: (9) "Sexuality Education for Immigrant and Minority Students: Developing a Culturally Appropriate Curriculum" (Janie Victoria War; Jill McLean Taylor); (10) "Inside a Ninth-Grade Sexuality Classroom: The Process of Knowledge Construction" (Bonnie K. Trudell); (11) "Discussing Sexuality in a Language Arts Class: Alternative Meaning-Making and Meaning-Making as an Alternative" (Diane D. Brunner); and "Commentary: What's 'Left' in Sexuality Education" (Lynn Phillips; Michelle Fine); part 4, "Problematics of Change" includes (12) "Integrating Cognitive, Affective, and Behavioral Approaches into Learning Experiences for Sexuality Education" (Patricia Barthalow Koch); (13) "School-Based HIV/AIDS Education: Is There Safety in Safer Sex?" (Jonathan G. Silin); (14) "Ill-Structured Problems: Reconsidering Teenage Sexuality" (Diane Lee; Louise M. Berman); (15) "Sexuality Education--In Whose Interest? An Analysis of Legislative, State Agency, and Local Change Arenas" (Ruth F. Earls; Joanne Fraser; Bambi Sumpter); and "Commentary: Administrators as Barriers to

ED 417 112 SO 028 539

Makedon, Alexander
In Search of Excellence: Historical Roots of Greek Culture.
PUB DATE- 96
NOTE- 75p.; Based on a lecture by the same title presented to the All Nations Women's Group of the YWCA of Manila, Inc. (Makati City, Philippines, November 15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancient History; Area Studies; Foreign Countries; *Greek Civilization; Philosophy; Western Civilization; World History
IDENTIFIERS- *Greece

This paper seeks to discover conditions that motivate people to achieve excellence and uses the Greek culture as an example of excellence. The document addresses the basic questions: (1) What were the social conditions that resulted in what is widely known as the "Greek Miracle"?; (2) What motivated the ancient Greeks to excel, especially their young people?; (3) Why were others, especially in the west, so bedazzled by the achievements of the ancient Greeks, that they decided to adopt numerous of their beliefs and values?; and (4) What can we learn from the ancient Greeks today to help motivate our own people to achieve or raise our moral and educational standards? Sections of the paper include: (1) Introduction; (2) "Influence of Ancient Greek Culture in the Philippines"; (3) "Greek Culture from Ancient Times to the Present"; (4) "Genesis of Excellence in Ancient Greek Culture"; and (5) "Synthesis and Conclusion of Reasons for the Genesis of Excellence in Ancient Greek Culture." Contains 26 references. (EH)

ED 417 113 SO 028 541

Brooks, Gordon P.
Humor in Leadership: State of the Art in Theory and Practice.
PUB DATE- 92
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-Western Education Research Association (Chicago, IL, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Comedy; *Communication Skills; Expressive Language; Higher Education; *Humor; Instructional Leadership; Language Skills; Leaders; *Leadership; Leadership Qualities; *Literary Devices; Oral Communication Method; Personality Traits; Verbal Communication

This paper presents a state-of-the-art examination of the literature addressing humor in leadership. A theoretical rationale is developed for the importance of humor as functional communication, especially as it relates to leadership. Research from several disciplines relevant to the use of humor in leadership is organized and synthesized. Practical applications of humor are presented on what may help leaders improve their communication skills not only by learning to use humor personally, but also by learning to use humor within their organizations. Based upon the literature review, children and reduce teenage pregnancy. Chapter 1 presents an overview of the decline in children's health care. Chapter 2 explores the structure of the program as created by state lawmakers, describing responsibilities given to state agencies for policy direction, program selection, and oversight, and noting relations between state and local providers. The chapter examines the evaluation process and describes how decisions were reached with key stakeholders regarding the scope of evaluation design. Chapters 3, 4, and 5 present three cases (Emerald County, Silver County, and Gold County) and examine implementation issues from the perspective of program providers. Based on field interviews, the chapters explore how the policy structure is fleshed out at the local level and how the intent of program designers is supported or thwarted by realities of local institutions. Chapter 6 discusses discourses of dissent, examining the intersection between school health services and community values. The chapter illustrates how public officials made policy decisions to address a wide spectrum of community concerns without alienating key constituents. Chapter 7 presents a framework for assessing whether this type of program is feasible, effective, and viable for meeting routine primary care needs of children from impoverished communities and who lack other health care resources. (Contains approximately 168 references.) (SM)

ED 417 134 SP 037 777

Plain Talk about Childhood Immunizations.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Disease Control; Elementary School Students; Elementary Secondary Education; *Health Promotion; *Immunization Programs; Parent Responsibility; Preventive Medicine; Public Health; Secondary School Students
IDENTIFIERS- Alaska; *Vaccination

This booklet provides parents with information about immunizations and vaccine-preventable diseases, balances the benefits and risk of vaccination, and responds to inaccuracies or misinformation about immunizations and vaccine-preventable diseases. Section 1 presents a message to parents about vaccination. Section 2 offers facts about vaccine-preventable diseases (measles, mumps, rubella, diphtheria, tetanus, pertussis, polio, haemophilus influenzae type b, hepatitis A and B, and varicella). This section explains that proper immunization saves lives, prevents the spread of disease, and saves money. Section 3 describes how the immune system and vaccines work. Section 4 helps parents understand the importance of vaccinating early rather than waiting to receive any recommended vaccinations. Section 5 answers questions about specific vaccines. Section 6 explains that proper adolescent health care includes immunizations. Section 7 discusses legal requirements and considerations related to vaccinations. Section 8 highlights the safety of vaccines, discussing vaccine approval and monitoring by the U.S. Food and Drug Administration. Section 9 compares the risks of disease and serious complication to the risk of serious reaction to a vaccine. Section 10 presents news stories about individuals who have contracted diseases because of not being vaccinated.

joint project was a conference entitled Collaboration, Cooperation, and Professional Development in which the groups emphasized their desire to share responsibility for continued professional development of teachers. Another collaboration involved ongoing efforts to address Alternative Routes to Certification legislation recently passed by the Illinois General Assembly. Six keys to the success of this collaboration were: (1) identifying common themes or goals, (2) stressing the equality of all participants, (3) ensuring clear communication between and within organizations, (4) taking small steps and addressing noncontroversial issues until trust was built, (5) choosing organizational representation carefully, and (6) spelling out all responsibilities for the groups, including financial risks. (SM)

ED 417 151 SP 037 795

Partnerships in Teacher Education. Report of the Working Party on Partnerships in Teacher Education.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Collegiality; Cooperative Planning; Educational Research; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; *Partnerships in Education; *Preservice Teacher Education; Teacher Collaboration; Teamwork
IDENTIFIERS- Australia

In response to current interest in new collaborative partnerships between universities and schools to promote teacher education, the Queensland, Australia, Board of Teacher Registration hosted a two-stage summit in 1995. One outcome of the summit was the establishment of a Working Party on Partnerships in Teacher Education under the auspices of the Board of Teacher Registration to explore existing partnerships and develop a framework for the operation of partnerships. This report presents the outcomes of the effort. Chapter 1, "Introduction," outlines the processes used by the Working Party. Chapter 2, "Building a Partnership," focuses on the key elements of successful partnerships (collaboration, commitment, planning, management, evaluation, communication, shared goals, and active participation) as well as barriers to successful partnerships. Chapter 3, "Partnership Case Studies," describes successful partnerships (partnerships for practical experience in teacher education, teacher education internships as partnerships, partnerships in preservice education, teacher professional development partnerships, partnerships for teacher research, and partnerships for school and curriculum reform). Chapter 4, "Partnership Proforma," presents a proforma to be used with the rest of the information in the report to help groups begin discussions or work on documents. Four appendixes offer membership of the Working Party on Partnerships in Teacher Education, the Working Party's terms of reference, a survey questionnaire, and acknowledgements and contact details for the case studies. (SM)

ED 417 152 SP 037 797

Fallon, Moira A.; Hammons, Jo-Ann
Training Rural Special Educators to Transition to the Workplace: Lessons for Small Teacher Education Programs.

Employment; Teacher Qualifications; *Teacher Selection; Urban Schools

This study examined teacher selection practices of principals at five effective elementary schools, assessing whether or not differences existed in selection qualities, procedures, and problems relating to schools' socioeconomic status (SES), and community type. After identifying effective schools, the study conducted teacher and principal interviews about principals' selection processes. A survey was developed from interview data then completed by principals at four types of schools: metropolitan, middle-SES; metropolitan, low-SES; rural, middle-SES; and rural, low-SES. The survey asked about qualities principals sought when selecting teachers, procedures principals used to select teachers, and problems principals encountered during teacher selection. Results indicated there were several teacher qualities sought by principals regardless of school context. All types of schools mentioned the ability to establish relationships with parents and students, communication skills, teachers' continuing education, a love of teaching, going the extra mile, dedication, enthusiasm, and good teaching. Most types of schools mentioned academic background, qualifications, and extracurricular interests. Selection strategies used in all types of schools included teacher examination scores and grade point average, personnel files, interviews, and talking to past supervisors. Problems reported by all types of schools included other principals passing bad teachers, misleading interviews, shortage of black teachers, time constraints, and pressures from the central office to hire a specific person. (Contains 3 tables, and 27 references.) (SM)

ED 417 169 SP 037 815

King, Dan L.; Taylor-King, Sheila
The Policy-Making Influence of Teacher Educators on Professional Teaching Standards Boards.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; *State Standards; Teacher Certification; *Teacher Educators; *Teacher Influence; Teacher Role

A survey examined the perceived influence of teacher educators on the 13 autonomous state teaching standard boards now in existence. A total of 125 board members, selected at random from the directories of the boards, received the mailed survey, and 73 percent responded. According to the results, all non-teacher educator board members rated the influence of teacher educators higher than did the teacher educators themselves. Non-teacher educators identified four themes that inhibited expanded influence among board members: (1) defensiveness about criticisms of the quality of teacher education, (2) inclinations of teacher education institution representatives to represent positions of their home institutions to the exclusion of broader perspectives, (3) general resistance to considering alternative means of acquiring knowledge and competencies necessary to qualify for initial teacher

Public High School.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 22-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; Classroom Techniques; Educational Environment; High School Students; High Schools; Public Schools; Rural Schools; Stress Variables; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- New York

This study examined rural high school students' perceptions of block scheduling. During the third year of a block scheduling program, juniors and seniors who had experienced both traditional and block schedules completed surveys that asked for their perceptions of scheduling and its effects on them before and after block scheduling. The questions examined stress from both types of scheduling, changes in teachers' instructional methods, changes in student-teacher relationships, changes in homework, changes in classroom atmosphere, changes in their attendance, and perceptions of the school in general. Students also gave their opinions about the benefits and problems of block scheduling. A total of 80 out of 162 students completed the survey. Results indicated that students saw little difference in amounts of homework. They considered the longer classes boring because there were no breaks. They saw a slight increase in class discussions and group projects in block scheduled classes. Students considered teachers responsive to their academic needs both before and after block scheduling. They reported traditionally scheduled classes were more chaotic than block scheduled classes. Block scheduling influenced students' decisions to attend school because it increased the amount of material covered each day. Students felt more stress in school after implementation of block scheduling. Overall, students supported block scheduling. They considered the opportunity for more discussion the primary benefit of block scheduling. (Contains 4 figures and 15 references.) (SM)

ED 417 187 SP 037 835

Teacher Education and Licensure Standards. Administrative Code Chapter 3301-24 as Adopted October 15, 1996, Effective January 1, 1998.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Knowledge Base for Teaching; *Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Competencies; Teacher Evaluation; Teacher Qualifications; Teachers; Teaching Skills
IDENTIFIERS- *Ohio

This publication describes the new legal guidelines for teacher education and licensure in Ohio. The new standards ensure that

Items. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; Data Collection; Elementary Secondary Education; *Error Patterns; National Surveys; *Research Methodology; Tables (Data); Test Items
IDENTIFIERS- *National Assessment of Educational Progress; *Open Ended Questions; Rater Effects

The National Assessment of Educational Progress (NAEP) collects data in the form of repeated, discrete measures (test items) with hierarchical structure for both measures and subjects, that is complex by any standard. This complexity has been managed through a "divide and conquer" approach of isolating and evaluating sources of variability one at a time, using a sequence of relatively simple analyses. The cost of this simplicity for the NAEP has been limits on the propagation of information from one subanalysis to another. This has made some questions that would be relatively straightforward to address in ordinary circumstances, quite difficult to answer for the NAEP. This study considers NAEP's fragmented analysis of errors in the rating of open-ended responses, develops methodology for more unified analyses, and applies the methodology to the analysis of rater effects in NAEP data. How to minimize rater effects using modern imaging technology is studied, and conclusions and recommendations are drawn in light of these analyses. (Contains 15 figures, 13 tables, and 30 references.) (SLD)

ED 417 205 TM 028 146

Montaquila, Jill M.; Brick, J. Michael; Brock, Shelley P.
Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; Children; *Citizen Participation; Data Collection; Elementary Secondary Education; *Error of Measurement; Estimation (Mathematics); Feedback; *Interviews; *Parent Participation; Parents; Questionnaires; *Research Methodology; *Sampling; Tables (Data); Telephone Surveys; Youth
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) is a telephone survey of the noninstitutionalized civilian population of the United States that collects data on educational issues that are best explored through contact with households rather than with institutions. In the 1996 NHES (NHES:96) the topical components of interest were parent and family involvement in education and civic involvement. This report examines errors arising from interviewing respondents in the Parent and Family Involvement and Civic Involvement (PFI/CI) and the Youth Civic Involvement (YCI) components of the NHES:96. The estimates from these approximate the sampling error associated with an estimate of interest from the SASS. These generalized variances were designed for the user who does not have half-sample replication software available, but requires an approximation to the sampling error associated with his or her estimates of interest. A generalized variance function is a mathematical model describing the relationship between the variance or relative variance of a survey estimator and its expectation. The method for determining the generalized variance functions was tested in a pilot test, and generalized variance functions were then developed. The first appendix presents summary pilot test results, and the second contains tables of the generalized variance functions for the different survey components. (Contains 9 figures and 15 tables.) (SLD)

ED 417 224 TM 028 182

Royce, Daniel
Schools and Staffing Survey (SASS), 1991. Reinterview Response Variance Report. Working Paper Series.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Data Collection; Educational Research; *Elementary Secondary Education; Institutional Characteristics; *Interviews; National Surveys; Private Schools; Public Schools; *Reliability; *Responses; Tables (Data); *Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES); *Variance (Statistical)

Reinterviews were conducted to measure the response variance of selected questions from the 1991 Schools and Staffing Survey (SASS) administrator, school, and teacher questionnaires. Response variance measures one component of the nonsampling error in the data collected by a question, and it indicates how consistently respondents answer questions in the survey. Users should be careful interpreting data with moderate to high response variance. Samples were selected for reinterview, and response rates for the three samples were: (1) administrator, 93.5%; (2) school, 91%; and (3) teacher, 82.8%. Thirty-nine percent of the questions in the 1991 SASS showed low response variance, and overall there was no difference in response variance between public and private administrators, schools, or teachers. Questions with high response variance are identified. The results indicate that reliability of SASS questions improved from 1988, but more work needs to be done to lower response variance. Appendixes contain information on major fields of study , teaching assignment fields, and a discussion of whether mail respondents photocopied their questionnaires. Contains 29 tables. (SLD)

ED 417 225 TM 028 183

Chaney, Bradford
The Accuracy of Teachers' Self-Reports on Their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.

detailing enrollment of Oklahoma tribes by county of residence, headquarters city, and proportion attending each postsecondary institution. (MSE)

ED 416 792 HE 031 041

High School to College-Going Rates: For Oklahoma High School Graduates to Oklahoma Colleges. Linear College-Going Rate, Combined College-Going Rate. Oklahoma High School Indicators Project.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; *College Bound Students; College Students; Educational Trends; *Enrollment Rate; *Geographic Distribution; *High School Graduates; High Schools; Higher Education; Private Colleges; Public Colleges; State Surveys; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *Oklahoma

The report presents data on the rate of Oklahoma high school graduates going on to colleges within the state. Two kinds of rates are reported: (1) for students proceeding directly to college after high school graduation (linear), and (2) for students who have delayed college entry for a year or more after graduation. Tables present data on: percentage rates for these groups, by county, for each of the years 1994, 1995, and 1996, and as a three-year average; three-year average rates (numbers and percentages) of college attendance for both groups (linear and combined) for each county and each high school; and annual rates for both groups for each county and high school. (MSE)

ED 416 793 HE 031 042

Change in Oklahoma Financial Aid 1974-75 to 1994-95.
PUB DATE- 96
NOTE- 24p.; Prepared by the Council on Student Affairs in Cooperation with the Oklahoma Association of Student Financial Aid Administrators.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Comparative Analysis; *Economic Impact; Educational Finance; Educational Trends; *Federal Programs; Females; Higher Education; Males; National Surveys; Paying for College; Politics of Education; *Public Policy; Racial Distribution; *State Programs; State Surveys; Student Characteristics; Student Costs; *Student Financial Aid; Student Loan Programs; Trend Analysis
IDENTIFIERS- Debt (Financial); *Oklahoma

The report examines trends in federal and Oklahoma state student financial aid programs and distribution since 1974-75, looks at issues in student aid policy formation, and makes recommendations for state policy development, information dissemination, and program design and delivery. It begins with background information and a brief history of student financial aid in Oklahoma, including dollar amounts and distribution over twenty years and changes in both state and federal programs. It then summarizes the characteristics of students receiving aid over that period (distribution by racial/ethnic group and institution type) and the types of aid distributed, by

DESCRIPTORS- Bachelors Degrees; Change Strategies; *College Curriculum; College Instruction; Curriculum Development; Educational Change; Educational Methods; Educational Objectives; Educational Practices; *Educational Quality; Educational Trends; *General Education; Higher Education; *Instructional Improvement; Learning Strategies; Outcomes of Education; Student Educational Objectives; Trend Analysis

This paper, the first in a series of discussion papers for faculty members and administrators, contends that outdated structures, practices, and reward systems frustrate higher education's ability to reap the benefits of new directions in student learning. It finds that broad agreement is emerging on what students ought to learn from their baccalaureate studies, with a trend toward modes of learning that are collaborative, experiential, service, and integrative. Part 1 identifies and discusses major themes in campus-based educational change. It sees an emerging conceptualization of liberal learning with such learning goals as acquisition of intellectual skills, understanding of multiple modes of inquiry, and development of societal, civic, and global knowledge. The concomitant developing pedagogy and curriculum includes collaborative inquiry, experiential learning, service learning, research or inquiry-based learning, and integrative learning. Part 2 identifies well-entrenched practices and structures that work against learning quality, including disciplinarity as a sufficient framework for advanced learning, the distinction between general education and the major, the system of courses and credits, credit transfer practices, the undefined baccalaureate degree, and the faculty-reward question. The final section proposes ways of rethinking and reframing the educational architecture of the undergraduate experience. These focus on connecting educational goals and institutional practices, and developing a new curricular architecture. (Contains 17 reference notes.) (DB)

ED 416 812   HE 031 077

Redd, Kenneth
College Costs and Student Financial Aid, 1989-90 to 1997-98. A Guide to Recent Trends in Student Charges and Financial Aid at Four-Year Public Colleges and Universities.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Financial Support; Higher Education; *In State Students; Paying for College; Public Colleges; State Aid; State Universities; *Student Costs; *Student Financial Aid; *Trend Analysis; Tuition; Undergraduate Study
IDENTIFIERS- College Entrance Examination Board

This report uses text, tables, and figures to analyze the current costs of attending college for undergraduate and graduate students enrolled at four-year public colleges and universities, and is based on data from the College Board's Annual Survey of Colleges. The report also describes trends in tuition and fees for resident undergraduate students from 1989-90 to 1997-98 and suggests some reasons why these costs are increasing. Some of the findings highlighted are: during this period average resident tuition and mandatory fees increased by

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Media; Educational Technology; Evaluation Criteria; *Hypermedia; Instructional Design; *Media Selection; *Multimedia Instruction; Online Systems; Teaching Methods; Users (Information)

This paper addresses those characteristics of effective and efficient hypermedia presentations that are important for consideration by educators in developing and/or selecting such presentations. Definitions of hypertext, hypermedia, and multimedia are provided, and the relationships among these terms are described. Four other terms useful to developers and users of hypermedia presentations--characteristic, interactivity, presentation, and user--are also defined. Characteristics of a hypermedia presentation are then discussed. The following topics are addressed: (1) content quality, including accuracy, completeness, distraction, need, special/political considerations, and structure; (2) design quality, including color, image size, user control, media (text, animation, audio, video, images), navigation, record keeping, security, and pacing/timing; and (3) operation quality, including audience, costs, feedback, methods of delivery, objectives, preparation/delivery platforms, rewards, and setting. (Contains 28 references.) (JAK)

ED 416 830 IR 018 727

Hawkes, Mark; Cambre, Marjorie; Lewis, Morgan
The Ohio SchoolNet Telecommunity Evaluation.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Cost Effectiveness; *Distance Education; Educational Assessment; Educational Cooperation; Educational Quality; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Grants; Interactive Video; *Professional Development; Program Implementation; Student Reaction; Teacher Response; Teleconferencing
IDENTIFIERS- *Ohio SchoolNet; *Video Teleconferencing

This evaluation report is the second in a series addressing the development of the Ohio SchoolNet Telecommunity initiative. Overarching topics for evaluation inquiry include technology deployment, practices in professional development, and impacts of network use on students and teachers. The report is organized by 14 "most frequently asked questions": (1) What criteria are generally used to identify successful distance education? (2) Which projects are using distance learning technologies optimally? (3) Are there common elements in projection implementation? (4) How do different models of distance education compare? (5) Are the projects on track with regard to timelines, hardware acquisition, professional development, and content? (6) Are projects migrating to higher standards? (7) Were planning grants helpful in building a guiding coalition and building capacity for the work? (8) What impacts on student learning is the Telecommunity project responsible for? (9) What impacts on teachers and teaching is the Telecommunity initiative having? (10) Are we developing

volunteerism and community service; role of parents as teachers; "America Goes Back to School" initiative; Education Excellence Partnership (EEP) public service advertisements; American fourth-graders exceed the international average in mathematics and science; college and career preparation; voluntary national testing initiative; education priorities in the balanced budget agreement; "America Reads Challenge"; excerpts from speeches given by U.S. Secretary of Education Richard W. Riley; importance of quality child care, after-school, and summer programs; U.S. Postal Service program "Celebrate the Century"; Smithsonian's National Museum of American Art print and video study kits; taking algebra and geometry early puts students on the road to college and good careers; quality teaching; millennium celebrations; role of religious communities and community learning centers in improving education; arts education; education standards; and excerpts from the "State of American Education" speech by Richard W. Riley. Each issue includes an insert on family involvement, "Partnership for Family Involvement in Education." (SWC)

ED 416 847　　　　IR 018 746

Fouts, Jeffrey T.; Stuen, Carol
Copernicus Project: Learning with Laptops: Year 1 Evaluation Report.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Information Skills; Information Utilization; *Language Arts; Microcomputers; Problem Solving; Program Evaluation; Public Schools; Research Skills; Teaching Methods; *Technological Literacy; Writing Skills
IDENTIFIERS- *Laptop Computers; Technology Integration

The Copernicus Project is a multi-district effort designed to incorporate technology, specifically the laptop computer, into the instructional and learning process of the public schools. Participants included six school districts in Washington state, the Toshiba and Microsoft Corporations, and parents. The project called for a 1 to 1 student-to-laptop computer ratio, with the computers owned or leased by the students and taken home each night. Three student learning outcomes were established as primary project goals: increased proficiency in technical reading, writing, and presenting; increased competency in the use of information access, data collection, analysis, problem solving, and collaborative research skills; and demonstrated ability to use information technology and understand its uses in society and the workplace. The instructional use of computers was nearly evenly divided between teaching computer skills and programs, and teaching academics using the computer as an educational tool. During approximately 35% of the classes observed, students were involved in teacher-directed lessons; during 40% of classes, students were involved in independent work; and in 25% of classes, students were involved in teacher-directed activities, followed by independent work. The most frequently used software application was Microsoft Word, followed by Excel and PowerPoint. Writing skills were the most directly affected by the use of laptops, followed by communication and presentation skills. Overall, teachers, parents, and students are generally literacy resources, one-on-one tutoring, and computer-assisted instruction to THC residents; (2) advantages of computer-assisted instruction, including the value of computer skills in the job market, privacy, individualization, and control of learning; (3) computer software used; and (4) celebrations and recognition events. The role of the library is discussed; the contributions of THC and volunteers are summarized; and the impact of the project is considered. Attachments include a Transitional Housing Program brochure, newspaper clippings, the Success Center newsletter, and flyers. (MES)

ED 416 864 IR 056 889

Drake, Karen; Rodriquez, Leonard
Chandler Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; English (Second Language); Expenditures; Federal Programs; Grants; Hispanic Americans; Library Collection Development; Library Role; *Library Services; *Literacy Education; Public Libraries; Resource Materials; Tutoring; Tutors; Volunteer Training; Volunteers; Workstations
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This final performance report for the Chandler Public Library literacy project for fiscal year 1992 begins with a section that provides quantitative data. The next section compares actual accomplishments to the project goal--to improve the quality of life for illiterate, semiliterate, and non-English-speaking citizens by providing a comprehensive and coordinated literacy program in the community--and related objectives: (1) to establish, maintain, and maximize use of three learning centers for literacy instruction; (2) to establish the public library as a literacy clearinghouse, both for citizens seeking literacy instruction and for volunteer tutors; (3) to provide language literacy services to the Hispanic population; and (4) to develop a collection of literacy and adult basic education materials and to make that collection available both to individuals and other libraries. The acquisition and implementation of two SOLO workstations is discussed as a strategy for accomplishing the first objective. Proposed and actual expenditures are compared. Activities undertaken are described, including library materials acquired and a site visit to observe the library literacy program at Redwood City (California).The role of the library, contributions of other organizations, facilities used, and project impact are described. (MES)

ED 416 865 IR 056 890

Stead, Sharon
Lewistown City Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement

Training; Volunteer Recruitment; West Virginia (Berkeley County)

The Martinsburg-Berkeley County Public Library (West Virginia) conducted a project that involved recruitment, retention, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer assisted, other technology, and English as a Second Language (ESL) programs. The project served a three-county community of 50,000-100,000 and targeted inmates of correctional institutions, homebound, seniors/older citizens, migrant workers, ESL, and pre-GED learners. Tutoring was done one-on-one and in small groups, using the Laubach and Literacy Volunteers of America (LVA) methods. The program served more than 250 adult learners, and provided 7,020 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: progress sheets, telephone information form, learner update report and permanent record, recruitment brochure, tutor retention questionnaire, newsletters, recruitment bookmarks and business cards, and library display advertising the literacy office. (SWC)

ED 416 882 IR 056 907

Gennaro, Ellen

Mastics-Moriches-Shirley Community Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 92

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; Correctional Education; English (Second Language); Family Literacy; Federal Programs; Grants; Intergenerational Programs; Learning Disabilities; Library Collection Development; Library Role; *Literacy Education; Microcomputers; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers

IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Mastics-Moriches-Shirley Community Library conducted a project in fiscal year 1992 that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 25,000-50,000 and targeted the learning disabled, inmates of correctional facilities, intergenerational/families, and ESL students. Tutoring was done one-on-one and in small groups, using the Literacy Volunteers of America (LVA) method. The project served 271 adult learners, and provided 7,550 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of

Colorado provide information Internet service in Colorado public libraries, technology in public libraries, school library media centers, and the number of public library outlets in Colorado and the United States. Almost all of Colorado's public libraries provide electronic access to information, through ACLIN (Access Colorado Library and Information Network) and the Internet. Ninety-five percent of Colorado households reported having one or more members who used the services of a public library within the past year, according to a 1996 public opinion poll, while families with children using libraries and library technology more often. Highlights of a report on the status of school library media programs Colorado for 1994-97 are presented. The availability of after school and weekend hours of library media centers in Colorado public schools in 1997 are assessed. National statistics for the 1995-96 school year indicated that school library media programs in Colorado are typical of those in the nation as a whole. State and national surveys indicated that Coloradans and Colorado public libraries meet or exceed several national norms regarding the Internet, with Coloradans 38% more likely to be regular Internet users, and Colorado public libraries 22% more likely than libraries nationwide to provide Internet access. Another study showed that only three out of five American communities have public library outlets. (SWC)

ED 416 901 IR 056 930

The Commission on Preservation and Access: Ensuring Access to the Accumulated Human Record as Far into the Future as Possible, Nos. 95-104. January-December 1997.
PUB DATE- 98
NOTE- 48p.; July/August and November/December are combined issues.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Electronic Journals; *Electronic Text; Library Cooperation; Paper (Material); *Preservation; *Records Management; Videotape Recordings; Visual Aids
IDENTIFIERS- Commission on Preservation and Access; *Digital Scanning; *Digitizing; National Digital Library Federation

This document includes one year of newsletters from the Commission on Preservation and Access. The Commission on Preservation and Access was established to foster and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary records in all formats and to provide enhanced access to scholarly information. The newsletters report on cooperative national and international activities and are directed to university administrators, scholars, and faculty; preservation specialists and mangers; and members of consortia, governmental bodies, and other groups sharing in the Commission's goals. Topics covered in 1997 include: scanning of visual collections; National Digital Library Federation digitization projects; exploration of ways to increase collection longevity; preserving digital information; recommendations from the task force on Hispanic resources; joint testimony of the Commission, Association of Research Libraries, and National Humanities Alliance in support of FY-1998 appropriations for the National Endowment of the Humanities; preservation science research update; news brief on the Regional Alliance for Preservation; new commission reports; merger of the Council on Library Resources and the Commission on Preservation and Access to form the Council on Library and Information Resources; German report

Education; Instructional Innovation; *Learning Disabilities; Learning Strategies; Multimedia Instruction; Nontraditional Students; Program Development; Self Efficacy; *Student Characteristics; *Teacher Role; Teacher Student Relationship

Distance learning educators may utilize techniques formerly designed for students with learning disabilities (LD) to enrich the experience of distance education students. Both LD and distance learners suffer from "learned helplessness"--an inability to set realistic goals and a limited perception of the rewards of education. These problems, coupled with the transactional distance felt by learners in distance education, create a need for new teaching strategies that benefit both LD and distance learners. Faculty must become more aware of how to utilize technology to improve student learning experience and realistically plan courses that include more hands-on activities. Instructors should also create conditions where students have equal access to technology that is not too difficult to operate. In addition, multimedia resources must be integrated into the course and evaluated to address the needs of both LD and distance education students. Colleges should no longer assume that only students with learning disabilities benefit from adaptive technology applications. New technologies and teaching strategies initially designed for the learning disabled may also have a positive impact on the learning experience of both traditional and nontraditional students. Contains 23 references. (YKH)

ED 416 920 JC 980 122

Hamilton, John
Grade Distributions for the Fall of 1990 and 1996.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College Preparation; Community Colleges; Comparative Analysis; Computer Assisted Instruction; Educational Trends; *Grades (Scholastic); High Schools; Incentives; *Outcomes of Education; Tables (Data); Trend Analysis; Two Year College Students; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- Gainesville College GA

A study was undertaken at Georgia's Gainesville College to compare the distribution of grades awarded in academic courses in fall 1990 with those in fall 1996. Study findings included the following: (1) the overall college-wide pass rate in academic courses rose from 65.1% in fall 1990 to 68.6% in fall 1996; (2) excluding students who withdrew by mid-quarter, pass rates were 73% for fall 1990 and 80.1% for fall 1996; (3) for the college's six divisions (i.e., humanities, speech and fine arts, science and technology, mathematics and computer science, social sciences, and business), mathematics and computer science had the lowest pass rates for both years studied, with 43.4% of students passing in 1990 and 48.5% in 1996; (4) for the speech and fine arts department, the pass rate actually dropped from 74.5% in 1990 to 70.9% in 1996; and (5) more "A's" and "B's" and fewer "D's" and "F's" were awarded in fall 1996 than in fall 1990. The study also suggested seven factors influencing the grade distribution, including the implementation of computer-assisted learning strategies across campus, the implementation of a college preparatory curriculum in area high schools, the establishment of incentive grants to and literacy) by college for fall 1997; (6) credit headcount enrollment by race and resident alien status by college for fall 1997; (7) change in enrollment by college between 1996 and 1997; (8) total fall 1997 enrollment by Mississippi county; (9) credit enrollment numbers and percentages by age by college for fall 1997; and (10) composite scores on American College Testing placement tests by college for fall 1997. (BCY)

ED 416 939 JC 980 143

Parsons, Michael H.
Diversity by Design: Technology, Teamwork, and Teaching.
PUB DATE- 98
NOTE- 14p.; Paper presented at the ERCBEC: Total Quality Education Conference (11th, Asheville, NC, March 19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Administration; Community Colleges; Cultural Pluralism; Curriculum Design; *Diversity (Institutional); Education Work Relationship; *Educational Change; Educational Needs; Educational Objectives; Educational Planning; Futures (of Society); *Institutional Mission; Job Skills; *Labor Force Development; Lifelong Learning; Partnerships in Education; School Role; Staff Development; Technological Advancement; Two Year Colleges

Significant changes in the educational environment have inspired structural and functional redefinitions to increase institutional competitiveness. To flourish, colleges now must be able to respond quickly and effectively to change. They must be adaptive, flexible, responsive, and innovative, especially in their application of new technology. They must focus on workforce development as well as general education and develop human and technological potential in students. Colleges must respond to change holistically, using all aspects of the organization. Known as "discontinuity," this paradigm of change is new, and is characterized by four hallmarks: (1) a qualitatively changing environment for enterprises; (2) a need to redefine institutional capabilities; (3) a notable loss of effectiveness within traditional organizational structures; and (4) an increase in competitiveness for enterprises that design and apply new response strategies. To remain viable, colleges need to redesign their structures and functions to accommodate these changes, as well as recruit a more diverse client base. Ultimately, clients are the "raison d'etre" of educational institutions, and colleges must always provide the best products and services at a realistic cost to those who are eager for them. Appendices include visual aids for presentation of information. (EMH)

ED 416 940 JC 980 144

Yamasaki, Erika
Effective Policies for Remedial Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

This volume consists of 10 chapters which emphasize the latest research and theories about family, school, and community prevention programs and health promotion programs to improve the health status of children during the next decade. The goal of the volume is to influence the nation's policies and practices regarding children's health by raising awareness about effective and theoretically based prevention programs and strategies. The chapters address issues of problem behaviors coupled with substance abuse, delinquency, and school failure; drug abuse prevention; unwanted pregnancy; AIDS; violent and aggressive behavior; depression and suicide; and childhood injury. After a foreword by Seymour B. Sarason, the 10 articles are: (1) "Introduction and Overview: Let's Make 'Healthy Children 2010' a National Priority!" (Weissberg and Kuster); (2) "The Prevalence of Problem Behaviors: Implications for Programs" (Dryfoos); (3) "School-Based Drug Abuse Prevention Strategies: From Research to Policy and Practice" (Dusenbury and Falco); (4) "Preventing High-Risk Sexual Behavior, Sexually Transmitted Diseases, and Pregnancy Among Adolescents" (Sagrestano and Paikoff); (5) "Violence Prevention for the 21st Century" (Murray, Guerra, and Williams); (6) "Prevention of Depression" (Compas, Connor, and Wadsworth); (7) "Prevention of Youth Suicide" (Kalafat); (8) "Promoting Healthy Dietary Behaviors" (Perry, Story, and Lytle); (9) "Prevention and Control of Injuries" (Tuchfarber, Zins, and Jason); and (10) "Academic Performance and School Success: Sources and Consequences" (Hawkins). (SD)

ED 416 959 PS 026 192

Weissberg, Roger P.; Kuster, Carol Bartels
Introduction and Overview: Let's Make "Healthy Children 2010" a National Priority!
PUB DATE- 97
NOTE- 18p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Accident Prevention; Adolescents; Behavior Problems; Child Behavior; *Child Health; *Children; Depression (Psychology); Drug Abuse; Elementary Secondary Education; *Health Promotion; Injuries; Intervention; Nutrition; Pregnancy; *Prevention; Program Development; School Health Services; School Role; Sexuality; Substance Abuse; Suicide; Violence; *Well Being; *Youth Problems
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Preventive Education

This opening chapter provides an overview of the book. Chapter 2 of the book summarizes current data for problem behaviors among adolescents across five areas including: (1) substance abuse; (2) sexual behavior; (3) delinquency and violence; (4) depression and suicidal ideation; and (5) school failure. Next, chapter 3 addresses the efforts to stem drug use among children and summarizes effective school-based drug prevention programs. Chapter 4 reviews the limited progress made toward reducing early sexual behavior and pregnancy, and the lack of contraceptive use among adolescents. In chapter 5 the increasing threat of youth violence to the public health is examined. Chapter 6 discusses the tendency for depression to co-occur with other debilitating conditions and the deleterious effects of depression in childhood. Chapter 7 provides an overview of what schools can do to address the issue of youth provides a demographic profile of Hawaiian children, compares Hawaiian to national data, and describes the methodology and data sources. (KB)

ED 416 976 PS 026 244

Goldstein, Sam; Mather, Nancy
Overcoming Underachieving: An Action Guide to Helping Your Child Succeed in School.
PUB DATE- 98
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention; Behavior Problems; Child Behavior; Cognitive Style; Educational Environment; Elementary Secondary Education; Learning Disabilities; Learning Problems; *Learning Strategies; Mathematics Skills; Parent Materials; *Parent Role; *Parent Student Relationship; Parents as Teachers; Psychomotor Skills; Reading Skills; Self Control; Self Esteem; Spelling; Student Improvement; *Underachievement; Writing Skills

Academic underachievement represents a significant problem faced by many children. This guide for parents is based on a framework called "Building Blocks of Learning" that enables parents to evaluate their child's pattern of learning and to pinpoint strengths as well as weaknesses. By using strengths to bolster weaknesses, continuing damage to children's self-esteem is prevented. Each chapter of the book contains highlighted strategies along with practical suggestions that have been tested with students and families. The book is divided into three parts. Part I, "Learning Problems and Your Child," contains chapters: (1) "The Building Blocks of Learning"; and (2) "Assessing Your Child's Learning Skills." Part II, "Foundational Blocks: The Learning Support System" contains chapters: (3) "Attention and Impulse Control"; (4) "Emotions and Behavior"; (5) "Self-Esteem"; and (6) "The Learning Environment at School and at Home." Part III, "The Building Blocks of Learning," contains chapters: (7) "Your Child's Motor Skills"; (8) "The Mechanics of Reading and Spelling"; (9) "Reading Comprehension and Writing"; (10) "Addition, Subtraction, Multiplication, and Division"; and (11) "Math Problem Solving." Four appendices present resources, D'Nealian numbers and letters, affixes, and a list of 1,000 words that make up 90 percent of written language. (EV)

ED 416 977 PS 026 245

Bentz, Cara Anderson
Kids Count in Nebraska: 1997 Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 41p.; For 1996 Report, see ED 408 042.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Health; Child Neglect; Child Support; *Children; Counties; Demography; Divorce; Dropout Rate; Drug Use; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Family Violence; Foster Care; High School Graduates; Infant Mortality; Nutrition;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Concept Formation; *Early Childhood Education; Learning Motivation; Learning Processes; *Mathematics Education; Parent Role; *Science Education; Teaching Methods; Technology; Thinking Skills; Young Children

This paper asserts that any intellectually responsible program to instruct young children in math, science, and technology must overcome at least three seemingly insurmountable obstacles: (1) adults' inability to discover, either by reflection or analysis, the means by which children acquire science and technology concepts; (2) the fact that young children think differently from adults and do not organize their world along the same lines as do older children and adults; and (3) the fact that young children have their own curriculum priorities and construct their own math, science, and technology concepts which while age appropriate, may appear wrong from an adult perspective. After considering each of these obstacles, the paper offers suggestions as to how they can be best overcome: (1) the importance of observing young children's learning in order to make instructional decisions that truly reflect children's learning needs and processes; (2) the need to recognize the limits of instruction--for example, young children think transductively, and this limits the possibility of teaching abstract concepts; and (3) the value of employing capacity-linked and socially derived motivation, engaging the spontaneous learning motivation children experience as their cognitive capacity increases. Instilling social motivation by involving parents in ways that encourage their modeling of reading, question asking, and knowledge gathering are also crucial. (EV)

ED 416 994 PS 026 275

Smith, Susan Sperry
Early Childhood Mathematics.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Forum on Early Childhood Science, Mathematics, and Technology Education (Washington, DC, February 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Games; Childrens Literature; Class Activities; Computation; *Early Childhood Education; Learning Centers (Classroom); *Mathematics Activities; Mathematics Instruction; Measurement; Numeracy; Prior Learning; Songs; Spatial Ability; *Teacher Role; Time
IDENTIFIERS- Number Sense

Most experts believe that young children possess a substantial amount of informal knowledge about mathematics. The teacher's role is to create a link between children's ability to use informal math and the ability to understand the more formal math taught in elementary school. Teachers must help children construct and elaborate upon what they already know, so they can "re-invent" mathematics for themselves. A reflective teacher helps the child discover and communicate ideas that

Development; a physician representing the American Academy of Pediatrics; a family child care provider from Connecticut; vice president for global workforce diversity, IBM Corporation; commissioner of the New Jersey Department of Human Services; Governor Jim Hunt (North Carolina); executive director of the National Association of Child Care Resource and Referral Agencies; a representative of the Child Welfare League of America; and executive director of the Early Childhood Development Center Legislative Coalition. (EV)

ED 417 012 PS 026 314

First Things First...Our Children: Agenda for Opportunity.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Cooperation; *Educational Improvement; Educational Needs; Educational Planning; Educational Quality; Educational Supply; *Elementary Secondary Education; English Instruction; English (Second Language); Foreign Countries; Special Needs Students; Student Transportation
IDENTIFIERS- *Alberta

This report details the action plan of Alberta, Canada to build on recent progress in restructuring and refocusing the province's educational system. The report describes the most common concerns of Albertans regarding the school system, especially related to keeping students in school, meeting special needs of students, and developing a highly skilled workforce. The report outlines the actions to be taken and the results expected in 12 key educational areas: (1) every child can read well; (2) improved support in the classroom; (3) special needs children are supported; (4) learning our language; (5) setting the pace...high standards and positive results; (6) putting programs together for our children, focusing on increasing accessibility; (7) technology provides tools for learning; (8) we work together for success; (9) getting our children to school; (10) a growing Alberta means more children in school; (11) provide solid financial support for the classroom; and (12) improving schools and classrooms. The report concludes with budgetary information. (KB)

ED 417 013 PS 026 315

Epstein, Herman
Cognitive Effects of Early Childhood Programs.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Cognitive Measurement; Cognitive Processes; Criticism; Disadvantaged; *Early Childhood Education; Educational Benefits; Educational Experiments; Educational Improvement; Federal Programs; Learning Strategies; *Outcomes of Education; Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; Research Methodology; Research Problems; School Effectiveness
IDENTIFIERS- High Scope Model; *Long Term Effects; *Project Head Start

appendices contain the computer assignments, training checklists, and questionnaires. Contains 36 references.) (KB)

ED 417 029 PS 026 345

Koralek, Derry G.; Colker, Laura J.; Dodge, Diane Trister
The What, Why, and How of High-Quality Early Childhood Education: A Guide for On-Site Supervision. Revised Edition.
PUB DATE- 95
NOTE- 182p.; For 1993 edition, see ED 036 5422.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; Childhood Needs; *Day Care; Day Care Centers; Developmental Stages; *Early Childhood Education; *Family Day Care; Inservice Teacher Education; *Preschool Teachers; *Professional Development; Program Development; Program Evaluation; Teacher Improvement
IDENTIFIERS- Age Appropriateness; Day Care Quality; *Developmentally Appropriate Programs

Noting that teachers and caregivers need an understanding of the fundamentals of developmentally appropriate practices in order to implement programs that meet the needs of young children, this revised guide serves as a practical tool for staff trainers and supervisors in early childhood education. The guide addresses five specific groups of early childhood professionals: caregivers of infants in center-based settings; caregivers of toddlers in center-based settings; teachers of preschoolers in center-based settings; staff working with school-age children in center-based settings; and providers who care for infants, toddlers, preschoolers, and school-age children in family child care homes. Chapter one of the guide addresses standards of quality, curriculum, parent involvement, and provides resources for establishing a firm foundation. Chapters two through five are devoted to infants, toddlers, preschoolers, and school age children, respectively. Chapter six addresses family child care. Each of these chapters offers guidance on five critical program components of high-quality care and education: (1) arrangement of the environment to promote positive behavior and learning; (2) selection and display of equipment and materials to address children's developmental skills and reflect their interests; (3) daily schedules and routines designed to respond to children's developmental needs; (4) daily program of activities and opportunities offered that promote children's learning and growth; and (5) supportive interactions in which adults respond to children, guide their behavior, encourage their explorations, and promote social development. (SD)

ED 417 030 PS 026 346

Calvin-Campbell, Karole
Supporting the Development of the Whole Child through Orff Schulwerk, Montessori and Multiple Intelligences.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Classroom Techniques; Early Childhood Education; *Educational Strategies; Individualized

to participants' physical, psychological, or spiritual well-being. The planning phase is essential in determining which of these outcomes will prevail. Expedition planners should arrange to keep their group safe; avoid degradation of wild lands and waterways; and achieve a fulfilling, exciting adventure. Two lists are presented to assist planning. List 1, preparation activities, addresses selecting an activity, a location, and companions; holding meetings to develop goals and plans; assuring safety; arranging finances; gathering information; gathering equipment; assuring access to drinking water and food supplies; practice and trouble-shooting; and arranging transportation for people and gear. List 2, equipment groups, is prefaced with advice to apply the "Is this really needed?" test when selecting gear. Considerations covered by this list include food and water; clothing; shelter; activity items; safety; hygiene; environmental protection; critical papers such as money, travel documents, and permits; entertainment and comforts; and transportation. Two additional, essential things to take on every expedition are good judgment, which can be developed and improved through practice, and common sense, which should not be assumed to be pervasive within the group. (TD)

ED 417 047 RC 021 400

Clement, Kent
The Psychology of Judgment for Outdoor Leaders.
PUB DATE- 97
NOTE- 9p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Bias; *Cognitive Psychology; *Cognitive Structures; Context Effect; *Decision Making Skills; *Evaluative Thinking; Group Dynamics; Heuristics; Outdoor Education; Participative Decision Making
IDENTIFIERS- *Outdoor Leadership

Judgment is the process of making decisions with incomplete information concerning either the outcomes or the decision factors. Sound judgment that leads to good decisions is an essential skill needed by adventure education and outdoor leadership professionals. Cognitive psychology provides several theories and insights concerning the accuracy of human judgment. Selective perceptions refers to the fact that perceptions are selective, reconstructive, and subject to memory biases. The context in which one encounters a situation affects the way it is perceived, and therefore will affect judgments and decisions. There are three such context effects: the primacy effect, the recency effect, and the halo effect. General rules to help find solutions are known as "heuristics." Although generally helpful, heuristics can be obstructive by creating predictable biases. Two impediments unique to group decision-making are "groupthink" and "social loafing." Three main types of common traps in decision making are overconfidence, self-fulfilling prophecies, and behavioral traps. The five types of behavioral traps discussed are the time delay trap, ignorance trap, investment trap, deterioration trap, and collective trap. Strategies to mitigate each of these phenomena are given. (TD) resource persons. Section III contains cross-referenced lists of Section I by organization name, audience, organization type, and programs and services to help educators identify local resources. Guidelines for educators to getting the most out of available but scarce resources and guidelines for resource professionals to achieving the greatest possible impact are included. (PVD)

ED 417 065 SE 061 126

A Practical Workbook for CXC Biology. Series of Caribbean Volunteer Publications, No. 1.
PUB DATE- 96
NOTE- 105p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Educational Strategies; Elementary Secondary Education; Energy; Foreign Countries; *Laboratory Procedures; Laboratory Safety; Plant Propagation; Professional Development; Science Activities; *Science Curriculum; Soil Science; Student Attitudes; *Student Evaluation; Temperature
IDENTIFIERS- Caribbean

This workbook for teaching a biology course is organized into three sections: (1) teacher guidelines; (2) suggested experiments; and (3) apparatus requirements and evaluation schemes. Some of the topics covered in the 30 biology experiments contained in this book include soil analysis, geotropism, bowfly larvae, germination, seed dispersal, flower structure, transpiration, energy in food, testing urine, testing for starch, enzyme reactions, and temperature regulation. Detailed safety and equipment instructions as well as worksheets are provided for each activity. (DDR)

ED 417 066 SE 061 127

Data Analysis Questions for Science Subjects: A Resource Booklet. Series of Caribbean Volunteer Publications, No. 2.
PUB DATE- 88
NOTE- 88p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; Electricity; Elementary Secondary Education; Energy; Foreign Countries; *General Science; Heat; *Laboratory Procedures; Laboratory Safety; Professional Development; Science Activities; *Science Curriculum; Scientists; Student Attitudes; *Student Evaluation
IDENTIFIERS- Caribbean

This resource booklet is designed to supplement standard textbooks used in a science curriculum. The material serves as a syllabus for Year One and Year Two in the secondary science curriculum. Some of the topics presented in this general science syllabus include being a scientist, looking at living things, solvents and solutions, energy, electricity, gases of the air, cells and reproduction, looking at living things, heat, and Earth. The booklet is organized into 12 sections that contain data analysis questions, practical suggestions, and a word search for each topic in the syllabus. Detailed safety and equipment instructions as well as worksheets are provided for

Change?" (Charol Shakeshaft). (EH)

ED 417 091 SO 027 131

Ruth, Amy, Ed.
Iowa's Kid Heroes.
PUB DATE- 96
NOTE- 33p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Folk Culture; *Legends; *Local History; Oral Tradition; *Social Studies; *State History
IDENTIFIERS- *Iowa

This theme issue of "Goldfinch" focuses on the definition of 'hero' and uses examples from Iowa's history to demonstrate the definition. Heroes of all ages have appeared in legends and real life, facing different challenges in the circumstances of life. The heroes profiled are ordinary people who have done extraordinary things. Those heroes chronicled in this edition include: (1) Susan Clark who integrated a white Muscatine school in 1867 with the decision upheld by the Iowa Supreme Court in 1868; (2) the young heroes of the Civil War who served as drummer boys, guides, and aides on the Underground Railroad; (3) fifteen-year-old Kate Shelley who prevented a loaded passenger train from crossing a collapsed bridge and went on to become a railroad station master; (4) the recycling efforts of home front heroes during World War II; (5) Mary Beth and John Tinker and Chris Eckhardt who protested the Vietnam War in their high school and launched the landmark Supreme Court case Tinker versus Des Moines, dealing with freedom of expression; and (6) Chris Eckhardt, the "forgotten litigant" in the Tinker case. Several activities and opportunities for further research are suggested. (EH)

ED 417 092 SO 027 288

Ruth, Amy, Ed.
Weather.
PUB DATE- 96
NOTE- 31p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Climate; Climate Change; Elementary Education; Environmental Education; Environmental Influences; Folk Culture; *Local History; Physical Environment; *Social Studies; *State History; *Weather
IDENTIFIERS- *Iowa

This theme issue of "The Goldfinch" focuses on weather in Iowa and weather lore. The bulletin contains historical articles, fiction, activities, and maps. The table of contents lists: (1) "Wild Rosie's Map"; (2) "History Mystery"; (3) "Iowa's Weather History"; (4) "Weather Wonders"; (6) "Seasonal Jobs"; (7) "Fiction: Winter Courage"; (8) "Stayin' Warm and Keepin' Cool"; (9) "Make a Weather Vane"; (10) "Dear Diary"; (11) "Predicting the Weather"; (12) "Animal Forecasters"; (13) "Wacky Weather Witticisms"; (14) "Fiction: Storm"; (15) "History Makers"; (16) "Iowa Weather Online"; (17) "Answers"; and (18) "The Roost." (EH) the paper concludes that humor is a useful, but delicate, communication tool for leaders. Contains over 200 references. (Author/EH)

ED 417 114 SO 028 543

Almiccawy, Abraheem
Identity, Moral and Political Development among Palestinian Student Activists in the Israeli Universities.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Arabs; Area Studies; Citizen Participation; Civil Disobedience; *College Students; Dissent; Foreign Countries; Higher Education; Jews; Judaism; *Middle Eastern Studies; *Moral Development; *Political Attitudes; *Self Concept; Social Attitudes; Social Science Research
IDENTIFIERS- Israel; *Palestinians

This study aims to understand the process of collective identity, self-concept, and political development of the individual Palestinian student activist within the context of collective action in Israel. The paper addresses the complexity of the issue with the terminology for the non-Jew in Israel and the conflicting beliefs which see Israel as a Jewish-state with a Western democracy with extraordinary security concerns. Twenty percent of the citizens of Israel are not Jewish and are denied the rights of a democracy by a state imposed upon them. The most pressing dilemma for the Palestinian people has been to maintain their national and cultural identity in the new circumstances. Universities are the only educational institutions in Israel where Palestinian and Jewish students are fully integrated. The university Palestinian students are considered the educated elite with the goals and structures of the Israeli universities politically and culturally antagonist towards them as a national minority group. This pilot study of 17 Palestinian student activists using qualitative research methods was conducted during the summer of 1996 with students attending Haifa, Tel-Aviv, and Ben-Gurion universities in Israel. Participation observation, field notes, interviews, and document analysis comprised the study techniques. Initial themes and categories emerging from the study include: (1) pioneers; (2) collective identity and political awareness; (3) perception of the formal educational system; (4) group identity and group interaction; (5) gender issues; and (6) political socialization and future commitment. A formal study is scheduled for the summer and fall 1997. Contains 32 references. (EH)

ED 417 115 SO 028 544

Burgos-Sasscer, Ruth
Hispanic Women: Where Do We Go from Here?
PUB DATE- 97
NOTE- 14p.; Paper presented at the International Women's Conference "Mujures Unidas" (Houston, TX, March 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

Section 11 presents a list of resources. (SM)

ED 417 135 SP 037 778

Ducharme, Edward R.; Ducharme, Mary K.
The American Association of Colleges for Teacher Education: A History.
PUB DATE- 98
NOTE- 70p.; Foreward by David G. Imig.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Accreditation (Institutions); Diversity (Student); Educational Quality; Educational Research; Educational Technology; Elementary Secondary Education; Equal Education; Higher Education; Multicultural Education; *Preservice Teacher Education; Sex Differences; *Teacher Educators; Teacher Effectiveness
IDENTIFIERS- *American Association of Colleges for Teacher Educ; Extended Opportunity Programs and Services

On the 50th anniversary of the American Association of Colleges for Teacher Education (AACTE), this book examines the history of AACTE's work. Section 1 describes the early history, from 1902-1947, when it was the American Association of Teachers Colleges (AATC). Section 2 discusses the years from 1948 forward, when the AACTE was formed and the constitution and bylaws were drawn up. AACTE was the result of a merger between the AATC, National Association of Colleges and Departments of Education, and National Association of Teacher Education Institutions in Metropolitan Districts. AACTE's purpose is to provide, through professional organization and cooperation, for the continuous search for and promotion of ideas and practices which are most effective in the education of teachers. Section 3 discusses AACTE's publication efforts, including the Journal of Teacher Education and books, pamphlets, and monographs related to teacher education. Section 4 examines recurring themes in AACTE's work, including accreditation, internationalism, quality of teacher education students, diversity and multiculturalism, extended programs, locus of teacher education, technology, gender, and research. Section 5 describes processes AACTE has developed for various awards, including the Distinguished Achievement Award series, Edward C. Pomeroy Award, David G. Imig Award, and Margaret Lindsey Award for Distinguished Research. Section 6 discusses the future of AACTE. Three appendixes list past presidents of AACTE, Pomeroy Award recipients, and Imig Award recipients. (Contains 50 references.) (SM)

ED 417 136 SP 037 780

Vinson, Beth McCulloch; Haynes, Jonita; Brasher, Joe; Sloan, Tina; Gresham, Regina
A Comparison of Preservice Teachers' Mathematics Anxiety before and after a Methods Class Emphasizing Manipulatives.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (Nashville, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Education; Experiential Learning; Higher Education; *Manipulative Materials;

PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diversity (Student); *Education Work Relationship; Elementary Secondary Education; Higher Education; Interpersonal Competence; Practicums; Preservice Teacher Education; Relevance (Education); *Rural Education; *Special Education Teachers; Teaching Skills

There are many important workplace issues that must be considered when training rural special educators, particularly those who come from small rural environments with limited diversity. Teacher education programs and rural educators view practicum experiences as integral in transitioning from the training program to the diverse challenges of the workplace. Rural special education teachers face many transitional challenges. It is important that they have competencies in interpersonal skills (e.g., interviewing and counseling) and in the delivery of services for students with disabilities. However, most training programs do not require them to take courses in counseling or interpersonal skills. In order to implement culturally responsive teaching in higher education, it is imperative that special educators are taught using active learning techniques designed to promote the development of culturally sensitive professional judgment. Rural university training programs must also integrate strategies into their coursework that help trainees focus on their performance and growth in acquiring professional skills. Special educators must be well trained in the knowledge base in order to meet the demands of the rural workplace. They must have a progression of experiences that culminate in the practicum. However, the supervision and practicum experience will only be effective if the feedback is related to the knowledge base and is perceived as clear and explicit by the recipients. (Contains 9 references.) (SM)

ED 417 153 SP 037 798

Smith, G. Pritchy
Common Sense about Uncommon Knowledge: The Knowledge Bases for Diversity.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cognitive Style; Communication Skills; Consciousness Raising; Cultural Awareness; *Cultural Pluralism; Cultural Relevance; Curriculum Development; *Diversity (Student); Educational Policy; Elementary School Students; Elementary Secondary Education; Foundations of Education; Higher Education; Interpersonal Competence; *Knowledge Base for Teaching; Minority Group Children; *Multicultural Education; Preservice Teacher Education; Psychological Characteristics; *Racial Bias; Racial Discrimination; Relevance (Education); Secondary School Students; Sex Bias; Sexuality; Student Evaluation; Teacher Attitudes; Teaching Methods; Test Bias
IDENTIFIERS- Teacher Knowledge

This book explains knowledge bases for teaching diverse student populations. An introduction displays one first-year teacher's experiences with diverse students in a high school classroom in San Angelo, Texas in 1961. The 15 chapters are: (1) "Toward licensure, and (4) insufficient demonstration of commitment to the board's work. Most teacher educators expressed malaise regarding their influence or the possibility of expanded influence on the board. They stated a belief that teachers and narrowly-defined teacher interests dominated board decisions. They felt that their influence was limited by their role, which put them outside of the most influential realm. Both teacher educators and non-teacher educators believed that teacher educators could make greater contributions to the work of professional teaching standards boards, but both groups believed teacher educators were limited in their influence by different factors. (SM)

ED 417 170 SP 037 816

Gratch, Amy
Growing Teaching Professionals: Lessons Taught by First-Year Teachers.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Conference on Qualitative Research in Education (Athens, GA, January 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Collegiality; Cooperating Teachers; Elementary School Teachers; Elementary Secondary Education; *Mentors; Peer Relationship; *Teacher Collaboration; Teacher Effectiveness
IDENTIFIERS- *Protege Mentor Relationship; Teacher Isolation; *Teacher Socialization

During the 1994-1995 school year, this study examined beginning teacher-mentor relationships and broader socialization experiences in North Carolina. Ten beginning K-8 teachers completed interviews at five points throughout the school year. At least two teachers (in addition to the beginning teacher) and one administrator from each school completed interviews. Teachers were asked to periodically give feedback on the researcher's interpretation of their transcribed interviews. Participants voiced problems commonly found in research on beginning teachers. During the first 2 months of school, the beginning teachers mentioned concerns related to classroom discipline, time management, getting sufficient materials, organizing the classroom, dealing with parents, daily scheduling and planning, paperwork, motivating students, and meeting individual students' needs. Analysis of final interviews with mentors and beginning teachers revealed that two of the beginning teachers were more effective in their work than the other eight. Their success involved collegiality and autonomy. Both successful teachers had preparation programs where they spent significant times in schools early on. They described peer support groups connected to early field experiences. Both had positive, long-term relationships with cooperating teachers. (SM)

ED 417 171 SP 037 817

Marso, Ronald N.; Pigge, Fred L.
A Longitudinal Study of Relationships between Attitude toward Teaching, Anxiety about Teaching, Self-Perceived Effectiveness, and Attrition from Teaching.
PUB DATE- 98

only those teachers who can perform the work will do the work. The standards emphasize performance throughout the teacher's career. They strengthen Ohio's teacher preparation programs by requiring successful performance of beginning teachers, achieving higher standards through licensure, and intensifying professional development. After offering a glossary and definitions of terms, the publication presents the rules on (1) performance based licensure, (2) teacher education programs, (3) the entry year, (4) licensure, (5) professional development, (6) provisional license renewal, and (7) professional or associate license renewal. (SM)

ED 417 188 SP 037 836

John, Martha Tyler; Norton, Robert
Practice Makes Perfect: Prospective Teachers Develop Skills in Decision-Making.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Decision Making; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; *Preservice Teacher Education; Student Motivation; Student Participation; Student Teachers
IDENTIFIERS- Mid America Nazarene College KS; *Preservice Teachers

Preservice teachers must develop decision making skills and feel comfortable with decision making processes. Prospective teachers at MidAmerican Nazarene College (MNU), Kansas, are involved in a research based output system called the Decision-Making Packet (DMP). DMP's are units of study that allow students choice and require their pupils to take responsibility for their own education. DMP's can be developed on almost any topic and are designed to maximize pupil independence. Students contract with teachers, outlining activities they will complete during the week. DMP materials are available for use by pupils throughout the day. There are many suggested activities, which give pupils choices about the topic. The activities account for preferences in learning style. The DMP offers many grouping structures, including teacher directed, individual, small group, and partner activities. Students at MNU must choose an interdisciplinary theme, participate in skills and motivational activities, and utilize several decision making steps in order to complete the packet of instructional materials designed for classroom use. The decision making stages include developing content outline, making modifications based on research, developing activities, sharing presentations with classmates, and presenting to faculty for evaluation. This paper describes the DMP training process, using as an example a unit on Africa. It presents examples of parts of a packet, including topic overview, content outline, behavioral objectives, pretest and posttest assessment, student contracts, student motivators, developmental activities, culminating activities, assessment, resources, and accompanying worksheets. (SM)

ED 417 189 SP 037 837

Guffey, J. Stephen; Rampp, Lary C.
Learning in 21st Century Public Schools: Andragogy as a Catalyst

components and every survey are subject to both sampling error and nonsampling error. Sampling errors, the differences between population values and the sample estimates that arise because data are obtained from only a sample population, are generally well understood, but nonsampling errors arise from a variety of sources and are more difficult to measure. Important components of nonsampling errors for the NHES:96 include coverage, nonresponse, and measurement errors. The reinterview program was designed to identify survey questions that were not reliable, quantify the magnitude of the response variance for groups of questions collected from the same respondent at different times, and to provide feedback to improve the NHES for future surveys. A sample of 1,808 interviews (854 parent and 954 youth) was selected for reinterview. In all, 806 parent and 892 youth reinterviews were completed. Overall, both reinterview analyses indicate that the impact of measurement error on the estimates is low to moderate, as measured by the gross difference rates. In addition, the net difference rates support the use of the gross difference rates as measures of response variance. The reinterviews served their major purposes of finding questions with high error rates and providing feedback to improve the design of future questions. An appendix contains the reinterview questionnaires. (Contains 10 tables, 1 exhibit, and 7 references.) (SLD)

ED 417 206 TM 028 147

Montaquila, Jill M.; Brick, J. Michael; Brock, Shelley P.
Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; Blacks; Citizen Participation; Cost Effectiveness; *Estimation (Mathematics); Hispanic Americans; Library Services; Minority Groups; National Surveys; Parent Participation; Questionnaires; *Sampling; *Statistical Bias; Tables (Data); Telephone Surveys
IDENTIFIERS- *National Household Education Survey; *Undercoverage

The National Household Education Survey (NHES) is a telephone survey of the noninstitutionalized civilian population of the United States that collects data on educational issues that are best explored through contact with households rather than with institutions. The NHES has been conducted in 1991, 1993, 1995, and 1996. In the 1996 NHES (NHES:96), the topical components were parent/family involvement in education and civic involvement. The 1996 expanded screener feature included a set of questions on public library use. This working paper presents information on the potential for undercoverage bias in estimates from the NHES:96. Estimates from the NHES:96 are subject to bias because only households with telephones were sampled. Data from the October 1994 and November 1994 Current Population Survey of the Bureau of the Census are used to estimate the potential size of the undercoverage bias of the estimates. The analysis shows that the coverage biases for estimates of household characteristics are not very large. For estimates of voter participation of adults, the coverage biases are somewhat larger. This is due mainly to extreme differences

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Records; Bias; Data Collection; *Educational Attainment; Elementary Secondary Education; National Surveys; *Postsecondary Education; *Research Methodology; Tables (Data); *Teachers
IDENTIFIERS- Accuracy; *Schools and Staffing Survey (NCES); *Self Report Measures

A study was conducted to determine the best method for obtaining information on teachers' backgrounds for the Schools and Staffing Survey (SASS). Two alternative methodologies were compared: the collection of teachers' self-reports of their academic qualifications and the use of their college transcripts. While transcripts are assumed to provide more accurate information, their collection and analysis is more complex. The 1990-91 SASS relied on 637 completed interviews with teachers, 592 of whom had transcript information available. Several different kinds of teacher error were detected when the transcript information and self-reports were compared. Item nonresponse was sometimes significant, and some errors of omission were found. Some errors showed bias on the part of the respondent. Some errors apparently simply reflected differences in judgment. However, it was noted that transcripts themselves presented problems, particularly in the amount of work required for processing. It is concluded that self-reports and transcripts each have advantages and disadvantages, and that the determination of the kind of data to collect will depend on the quality and type of data to be collected, the resources available, and such considerations as the amount of burden to be placed on the respondent. (Contains 12 tables.) (SLD)

ED 417 226 TM 028 184

Barro, Stephen M.
Cost-of-Education Differentials across the States. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; *Costs; *Econometrics; Educational Policy; *Elementary Secondary Education; Mathematical Models; Measurement Techniques; Policy Formation; Resource Allocation; *State Aid
IDENTIFIERS- *Cost of Education Indexes

Any interstate comparison that does not take differences in the cost of education into account will give an incorrect impression of the relative levels at which different states support their schools. The lack of cost-adjusted statistics on state expenditures for elementary and secondary education interferes with policy analysis, resource allocation, and decision making in education. An examination of state cost data indicates that there is substantially more interstate variation in per-pupil spending than in the amounts of the main educational resource--instructional staff--that states provide for each pupil. In fact, the main conceptual and technical problems in constructing a cost-of-education index arise from the labor-intensive nature of education and the types of labor institution type. Subsequent sections look at changes in the cost of attending college, by institution type, and trends in student loan indebtedness. Trends and concerns are then summarized, and specific recommendations are made. (Contains 15 endnotes.) (MSE)

ED 416 794 HE 031 043

Time-to-Degree Completion. A System-Wide Survey of Oklahoma College and University Students.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Advanced Placement; Age Differences; *Bachelors Degrees; College Students; Equivalency Tests; Ethnic Groups; Extracurricular Activities; Higher Education; Institutional Characteristics; Majors (Students); Minority Groups; Remedial Instruction; Sex Differences; State Surveys; Student Attitudes; Student Characteristics; Student Employment; Student Financial Aid; *Time to Degree; Transfer Students
IDENTIFIERS- College Level Examination Program; Course Load; *Oklahoma

A study investigated bachelor's degree completion times and related factors for students in Oklahoma higher education institutions. Data were drawn from survey information on 1,399 college freshmen in 1995 and cohort data on the entire freshman population of 37,059 in 1988. Analyses focus on comparison of students' expected and actual time-to-degree (by age, race, gender, and institution type) and on other factors of interest in time-to-degree (student employment, advanced placement courses, College Level Examination Program, course load, and transfer). A separate section discusses factors that may negatively impact time-to-degree not examined in this study (changing majors, extracurricular activities, financial aid, and remediation). Recommendations concerning time-to-degree issues culled from other state and institutional studies are also examined, and this study's recommendations are presented. Appended materials include a brief review of literature on factors influencing degree completion time and a copy of the 1995 degree completion survey. (Contains 45 endnotes.) (MSE)

ED 416 795 HE 031 044

Milton, Tom
International Program for Undergraduate Business Majors.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; College Second Language Programs; Curriculum Development; *Degree Requirements; Exchange Programs; Global Approach; Higher Education; Intercultural Communication; *Interdisciplinary Approach; *International Studies; *International Trade; Internship Programs; Majors (Students); Program Descriptions; Program Development; *Undergraduate Study

7.9 percent annually, while room and board charges grew at a rate of 4.7 percent; the largest percentage increases occurred in the early 1990s, more recent years have shown lower increases; the majority of resident undergraduates at public colleges and universities attend institutions that charge less than $3,000 in tuition and fees; the primary reason for tuition increases is that state appropriations for public higher education declined by 8 percent in inflation-adjusted dollars between 1989-90 and 1995-96; the percentage of undergraduates receiving student financial aid rose from 50 percent to 67 percent during this period. Appendices present data on student charges for member institutions of the American Association of State Colleges and Universities and the National Association of State universities and Land-Grant Colleges. (DB)

ED 416 813 HE 031 078

Anderson, Charles W.
Prescribing the Life of the Mind. An Essay on the Purpose of the University, the Aims of Liberal Education, the Competence of Citizens, and the Cultivation of Practical Reason.
PUB DATE- 93
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Citizenship Education; College Curriculum; College Role; Colleges; *Educational Philosophy; *Epistemology; *General Education; Governance; Higher Education; Humanities; Philosophy; *Role of Education; Standards; Teaching (Occupation); Universities; Values Education
IDENTIFIERS- Practical Reasoning

The argument of this book is that the modern American university has given up its responsibility to provide a thoughtful, coherent, and well-articulated education to undergraduates. It is asserted that the university should be neither a trade school nor a repository of tradition, but rather an institution with the responsibility for the preparation of citizens, the training of professionals, and the communication of a cultural inheritance. The book suggests that by applying the methods of practical reason, where any alternative must be shown to be an improvement over prevailing practice, teachers and students will be able to think critically about the essential purposes of human activity and apply this knowledge to the underlying arguments of any text. These ideas are developed in eight chapters titled: "Liberal Education and Practical Reason"; "The Rationale of the Going Concern"; "Purpose: What Do We Expect a University to Do?"; "Competence: What Can We Know? What Are We Entitled to Teach?"; "Efficiency: The Mystery of Teaching and Learning"; "The Cultivation of Practical Reason"; "The Core of the Curriculum"; and "The Governance of the University". (Contains approximately 100 chapter endnotes.) (BF)

ED 416 814 HE 031 079

Lenington, Robert L.
Managing Higher Education as a Business.
PUB DATE- 96
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

assessment tools to assess student learning effectively? (11) What does the professional development picture at Telecommunity implementation sites look like and is it sufficient? (12) Is distance learning cost-effective in the Telecommunity sites? (13) Is distance learning promoting equity within the Telecommunity sites? and (14) How are Telecommunity sites leveraging existing technology resources and what are the outcomes? As a comparative resource, this evaluation report also profiles two other projects OWLink in Houston (Texas) and the St. Louis (Missouri) School District that are using two-way, interactive communications technologies to improve student learning. This report contains several tables and figures. (JAK)

ED 416 831 IR 018 728

Hall, Alison; Basile, Brigitte
Building Student-Centered Web Sites in the K12 Classroom.
PUB DATE- 97
NOTE- 55p.; Chapter 1 (one page), "Introduction," is not included in ERIC's copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; *Computer Uses in Education; Constructivism (Learning); Cooperative Learning; Educational Technology; Grade 5; Intermediate Grades; Online Systems; Peer Teaching; Student Role; Teacher Role; Weather; *World Wide Web
IDENTIFIERS- Web Sites

This paper examines the process of constructing a student-centered World Wide Web site and provides recommendations for improving this process. In the project, preservice teachers instructed the fifth grade students about how to design and develop a Web site on weather. The topics of the sessions included Internet ethics, using the Web, pre-planning and storyboards, and Web site construction. The project modeled the use of the Web in conjunction with classroom instruction. The goals of this project were to build a student-centered Web site; to use technology to reinforce instruction; and to provide students and teachers with a curriculum-based Web site that is a useful and relevant resource. The paper includes six chapters: (1) "Introduction"; (2) "Background" including unproductive roles of technology in the past, barriers to use of technology; educational applications of the Internet, the World Wide Web, advantages to building student-centered Web sites, cooperative learning, collaboration methods for Internet projects, evaluation methods, Web page design, and HTML (HyperText Markup Language); (3) "Purpose and Rationale" of use of technology in instruction; (4) "Method" of the project, which consisted of tutoring a small group of eight students about the process so that they in turn could eventually teach their classmates; (5) "Evaluation Methodology"; and (6) "Summary and Conclusions." Appendices include: a list of components in a complete storyboard, Weather Wizards Website, Interview questions for participating students and Interview questions for Inservice teachers. (Contains 24 references.) (Author/JAK)

ED 416 832 IR 018 729

Elwell, John
Creating Computer Literate Teachers in a Foreign International School Via Individualized Instruction.
PUB DATE- 97

positive about the project and see the real or potential value of laptops for learning. Among some teachers and parents there is a degree of dissatisfaction with the project. (SWC)

ED 416 848 IR 018 749

School Technology: Five School Districts' Experiences in Funding Technology Programs. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; *Computer Peripherals; *Educational Finance; *Educational Technology; Elementary Secondary Education; Grants; Internet; *Microcomputers; *State School District Relationship
IDENTIFIERS- Access to Computers; *Barriers to Implementation; Technology Integration

This document contains a letter to members of the United States Senate reporting the information gathered from a study of five school districts' experiences funding technology programs. Appendices, which comprise the majority of the document, include the project scope and evaluation, and the reports from each school district. The five school districts examined were: Davidson County Schools (North Carolina), Gahanna-Jefferson Public Schools (Ohio), Manchester School District (New Hampshire), Roswell Independent School District (New Mexico), and Seattle Public Schools (Washington). The section on each school district covers the state role in providing funding and technical assistance, district experience in funding technology, and summary of schools visited. The study addressed four questions: (1) What funding sources have school districts used to develop and fund their technology programs? (2) What barriers have districts faced in funding the technology goals they set, and how did they try to overcome these barriers? (3) Which components of districts' technology programs have been the most difficult to fund, and what have been the consequences? and (4) How do districts plan to handle the ongoing costs of the technology they have acquired? The report does not evaluate the districts' technology goals or assess the effect of technology on students' academic progress. The educational technology addressed in the report consists of computers and peripherals and their connectivity to local and wide area networks and the Internet. (SWC)

ED 416 849 IR 018 750

Utah State University Ninth Annual Summer Instructional Technology Institute Conference Proceedings.
PUB DATE- 97
NOTE- 103p.; Conference proceedings from the Annual Meeting of the Utah State University Annual Instructional Technology Institute Conference (9th, Logan, UT, August 27-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Design; *Educational Change; Educational Environment; Educational Resources; *Electronic Classrooms; Elementary Secondary Education; *Internet; Learning Activities; Multimedia Instruction; Online Searching; Telecommunications; World Wide Web
IDENTIFIERS- Utah

(ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 29p.; Two of the attachments referred to in the report (i.e., one of two press releases and a police department report) are missing from this copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This final performance report for the Lewistown City Library L.E.A.R.N. (Let Every Adult Read Now!) literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals for 1992-93: to serve a minimum of 25 adult literacy students within an 18-month period and to have at least 40 volunteer tutors. Proposed and actual expenditures are compared. Activities undertaken are described, including computers and software purchased and library materials acquired. The role of the library is discussed; the contributions of other organizations are summarized; and the impact of the project is considered. Attachments include a list of books available for the L.E.A.R.N. program and a press release. (MES)

ED 416 866 IR 056 891

Darman, Linda; Trissler, Roseanne
Providence Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; Computer Centers; Computer Literacy; Elementary Education; English (Second Language); Expenditures; Family Literacy; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Oral History; Public Libraries; Tutoring; Tutors; Volunteer Training; Volunteers; *Writing Instruction
IDENTIFIERS- *Computer Assisted Writing; Library Services and Construction Act; Providence Public Library RI; Tutor Training; Volunteer Recruitment

This final performance report for the Providence Public Library literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to project goals for 1992-93. Topics addressed in this narrative section include: (1) contributions of the Family Writing Center to the development of the reading, writing, and communication skills of participating adults and school-age children; (2) family participation in a variety of interviewing, writing, editing, and computer keyboarding activities; (3) development of a computer lab handbook; (4) use activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: learner information form and program promotional flyers. (SWC)

ED 416 883 IR 056 908

Nevels, Vada Germaine
Hopkinsville-Christian County Library. Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; English (Second Language); Family Literacy; Federal Programs; Grants; Intergenerational Programs; Learning Disabilities; Library Collection Development; Library Role; *Literacy Education; Microcomputers; Older Adults; Public Libraries; Publicity; Tutoring; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Hopkinsville-Christian County Library (Kentucky) conducted a project that involved recruitment, public awareness, basic literacy, collection development, tutoring, computer-assisted, other technology, and intergenerational/family programs. The project served a community of 50,000-100,000 people, and targeted the learning disabled, seniors/older citizens, intergenerational/families, and English as a Second Language (ESL) learners. Tutoring was done one-on-one and in small groups, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served 800 adult learners and provided 265 hours of direct tutoring service. The grant provided for the expansion of the successful existing literacy laboratory at the library. Other objectives of the project were to: retain a qualified instructor for the library's literacy laboratory; purchase and catalog all video/audio tapes and books; identify and train at least 10 new volunteer tutors who wanted to use the computers; and to increase by 10 the number of tutor/learner teams which would use the library on a regular basis. Data tables containing budget information and the resulting survey are appended. (SWC)

ED 416 884 IR 056 909

Mooney, Sharon Lopez
Marin County Free Library. Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

on digitization for preservation; Canadian research on permanent paper; and Library of Congress study on preserving video heritage. (SWC)

ED 416 902 IR 056 931

Barrett, G. Jaia, Ed.
ARL: A Bimonthly Newsletter of Research Library Issues and Actions, Nos. 190-195. February-December 1997.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Affirmative Action; Document Delivery; Electronic Journals; Electronic Text; Equal Opportunities (Jobs); *Fair Use (Copyrights); Higher Education; Intellectual Property; Interlibrary Loans; Library Collection Development; Library Personnel; *Library Policy; Minority Groups; *Research Libraries
IDENTIFIERS- *Association of Research Libraries; Digitizing; Geographic Information Systems; License Agreements; University Presses

This document consists of six issues of the ARL (Association of Research Libraries) Newsletter, covering the year 1997. Each issue of the newsletter includes some or all of the following sections: "Current Issues," reports from the Office of Scholarly Communication, Office for Management Services, and Coalition for Networked Information, "Federal Relations," "Statistics and Measurement," "Diversity," "ARL Activities," and a calendar of events. Topics covered include: partnerships to develop geographic information systems services; licensing electronic resources; increasing minority representation in the library profession; projections of 1997 purchasing strategies; themes in literature on the topic of change; the difference between Affirmative Action and Equal Employment Opportunity; museum collaboration in marketing ventures for digital images; California Digital Library; balancing the academic versus market value of university presses; new program directions for the Coalition for Networked Information; American Institute of Physics and American Physical Society prevail in lawsuit by Gordon and Breach Science Publishers; developing a community of trainers at University of British Columbia Library; role of identifiers in networked information applications; measuring the performance of interlibrary loan and document delivery services; Texas digital library programs; introduction in Congress of the "Digital Era Copyright Enhancement Act"; and shared leadership systems where authority and responsibility are distributed throughout the organization. A special copyright issue (June 1997) covers CONFU (Conference on Fair Use) guidelines, Fair Use in a digital environment, managing intellectual property in the digital environment, and Canadian copyright law. (SWC)

ED 416 903 IR 056 932

Valenza, Joyce Kasman
Power Tools: 100 Essential Forms and Presentations for Your School Library Information Program.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

encourage students to study harder, and an increase in the number of students who withdraw from courses. (BCY)

ED 416 921 JC 980 123

Crossland, Ron
Running Start Annual Progress Report, 1996-97.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; College Credits; College Programs; *College School Cooperation; Community Colleges; *Cooperative Programs; Exchange Programs; Followup Studies; Grade Point Average; Graduation; High School Equivalency Programs; High School Students; High Schools; Nontraditional Students; Outcomes of Education; *State Programs; Student Characteristics; Transfer Students; Two Year Colleges
IDENTIFIERS- *Washington

The Running Start program was created by the 1990 Washington State Legislature to expand educational options for public school students. Running Start allows eleventh and twelfth grade high school students to take college-level courses, tuition-free, at the 32 community and technical colleges in Washington. This annual progress report for 1996-97 provides information about the program and its outcomes, as well as possible improvements. It begins with a program summary and background information, and clarifies the elements and criteria of Running Start. Qualifying high school students attend technical and community colleges to receive simultaneous credit for both high school and college courses, saving money for both taxpayers and students' families. Student characteristics for fall 1997 show that the majority of participants were white females, with a fair representation of ethnic minorities. The report provides student success and transfer outcome measures. Follow-up research on students who transferred to the University of Washington indicates that the college grade point averages and graduation rates of Running Start students are slightly higher than the average of entering freshmen. A discussion of program improvements and related issues, and enrollment reports by college for the 1996-97 year and fall quarter 1997 conclude the report. Appendices include statistics on Running Start students and graduation rates. (YKH)

ED 416 922 JC 980 124

Crossland, Ron
Articulation and Transfer in the State of Washington, 1997-98.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Accreditation (Institutions); Advanced Placement; *Articulation (Education); College Credits; Community Colleges; Degree Requirements; Degrees (Academic); Private Colleges; Private Education; Program Implementation; Public Colleges; Public Education; Technical Education; *Transfer Policy; Two Year Colleges; Vocational Schools
IDENTIFIERS- *Washington

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Basic Skills; Community Colleges; Developmental Studies Programs; Educational Policy; *Educational Research; English (Second Language); Financial Needs; Government School Relationship; *High Risk Students; Higher Education; Partnerships in Education; Program Costs; Program Development; Program Effectiveness; *Remedial Instruction; Remedial Programs; School Role; Student Characteristics; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest reviews the role of community colleges in delivering remedial education. With demand for remediation increasing, community colleges are under pressure to provide, with very limited financial resources, the bulk of developmental courses for students. In finding effective solutions to this dilemma, policy makers should consider a broad base of information, including student demographics, characteristics of successful programs, and program assessments. This information, coupled with data on student age and ethnicity, extent of necessary remediation, and English as a Second Language needs can guide policy makers in allocating funds where they are most needed. Proactive strategies community colleges can take to help developmental students include foregoing the lenient, open-door policy for a more structured one that enforces prerequisites and mandatory courses. Collaborative partnerships between community colleges and their feeder high schools have also proven effective in reducing costs and lessening the need for postsecondary remediation costs. (YKH)

ED 416 941 JC 980 145

Oromaner, Mark
Faculty and Staff Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Administration; *College Faculty; Community Colleges; Educational Change; Educational Practices; *Faculty Development; Institutional Mission; *Organizational Objectives; School Personnel; *Staff Development; Teaching Methods; Two Year Colleges
IDENTIFIERS- ERIC Digests; Hudson County Community College NJ

This digest describes faculty and staff development as crucial elements for institutional effectiveness and quality. These programs allow faculty to improve instructional material, keep abreast of new technology and methods, and network with colleagues. When change takes place, perhaps through reorganization, restructuring, or a change in institutional mission, developmental activities can orient new employees and help continuing employees accept and adjust to new realities. For example, in 1993, Hudson County Community College (HCCC) transformed its mission from a limited career-oriented institution, to a comprehensive community college. The college has since devoted its efforts to activities that serve its new goals: community building, professional growth, personal growth, recognition, and appreciation. Like HCCC, community colleges should clarify their goals before implementing developmental programs, and consider faculty and staff suicide. Chapter 8 addresses the issue of poor nutrition in children and how healthier dietary behaviors can be encouraged. Chapter 9 addresses prevention strategies relating to accidental injury. Lastly, chapter 10 addresses school success as both academic and bonding with the institution's staff to protect against the pitfalls discussed in the previous chapters. The chapter concludes by noting that, as comprehensive as "Healthy People 2000" is, it does not go far enough in addressing the health problems and needs of children and youth. The present volume makes clear that the widespread dissemination of effective health promotion practices and policies to foster social and environmental supports for children's social, emotional, and physical wellness are our best bet toward improving their current functioning as well as their health as adults. Contains 28 references. (SD)

ED 416 960 PS 026 193

Dryfoos, Joy G.
The Prevalence of Problem Behaviors: Implications for Programs.
PUB DATE- 97
NOTE- 31p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Failure; Adolescents; Alcohol Abuse; *Behavior Problems; *Child Behavior; Children; Delinquency; Delinquency Causes; Delinquency Prevention; Depression (Psychology); Drug Abuse; Elementary Secondary Education; Emotional Problems; Health Education; Health Promotion; *High Risk Students; Prevention; Program Development; Resilience (Personality); *Self Destructive Behavior; Sexuality; Smoking; Substance Abuse; Suicide; Violence; *Youth Problems
IDENTIFIERS- *Healthy Children 2010; *Preventive Education

This chapter moves toward defining high-risk youth as young persons with low probabilities of gaining an education, getting a job, parenting effectively, or being able to participate in the political process. Five snapshots are presented of the latest information on the prevalence of the five categorical behaviors of interest: (1) substance abuse, including smoking, drinking, and drugs; (2) sexual behavior; (3) delinquency/violence; (4) depression/suicidal ideation; and (5) school failure. The chapter summarizes recent attempts to examine the interrelationships between and co-occurrences among these behaviors. Risk factors or predictors are examined to determine the attributes of high-risk youth across behavioral domains. Protective factors which foster resiliency to the consequences of high-risk behaviors are described, including: (1) attachment to a caring adult; (2) independence and competency; (3) high aspirations; and (4) effective schools. The chapter offers observations about the shaping of prevention programs in the context of Healthy People 2000. The chapter notes that the trends in prevalence of risky behaviors during the past decade are not encouraging, and suggests the need for much more intensive and large-scale replication of effective prevention programs, using proved components that cut across categorical domains. Contains 30 references. (SD)

ED 416 961 PS 026 194

Dusenbury, Linda; Falco, Mathea

Prenatal Care; Preschool Education; *Social Indicators; Special Needs Students; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Welfare Services; *Well Being
IDENTIFIERS- Arrests; Availability (Programs and Services); Food Stamp Program; *Indicators; *Nebraska; Project Head Start; School Lunch Program; Subsidized Child Care Services; Vaccination

This Kids Count report is the fifth to examine statewide trends and county data on the well-being of Nebraska's children. The bulk of this statistical report presents findings on 32 indicators of well-being in 8 areas: (1) juvenile justice, including juvenile arrests, and numbers committed to youth rehabilitation and treatment centers; (2) physical and behavioral health, including low birth weight, prenatal care, teen birth rate, infant and child mortality, immunizations, teen suicide, and teen drug use; (3) child abuse and neglect and domestic violence, including substantiations of abuse and neglect, and hospitalizations; (4) out-of-home care, including foster home availability; (5) education, including high school graduation rates, school expulsion, and special education students; (6) economic well-being, including poverty rates, divorces and child support, and families receiving cash assistance; (7) nutrition, including numbers receiving food stamps, free or subsidized school lunches, and summer food programs; and (8) early care and education, including Head Start enrollment, child care availability, and child care subsidies. The report combines statistical data, the results of impact studies, and policy information related to indicators of well-being. Statistical data are reported for each county and statewide. Findings indicate that while the number of immunizations and the number of licensed foster care homes have increased, the number of children living in poverty and the number of substantiated child abuse cases are still high, and the rate of juvenile arrests continues to rise. The report also describes the methodology and data sources. (Contains 11 references.) (KB)

ED 416 978 PS 026 249

Moore, Kristin A.; Blumenthal, Connie; Sugland, Barbara W.; Hyatt, Byoung-gi; Snyder, Nancy O.; Morrison, Donna Ruane
State Variation in Rates of Adolescent Pregnancy and Childbearing. Final Report and Executive Summary.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 94
NOTE- 110p.; For Executive Summary, see pages 5-11.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abortions; *Adolescents; Birth Rate; *Early Parenthood; Family Planning; Incidence; *Pregnancy; Prevention; Public Policy; Racial Differences; State Legislation; State Programs
IDENTIFIERS- State Policy

Recent declines in funding for contraceptive services have led to questions regarding the role of contraceptive services and social policy in shaping adolescent reproductive behavior. This 2-year study examined the impact of state-level policies on adolescent pregnancy and fertility. Data were obtained from a variety of sources, including the Guttmacher Institute and the Department of Health and Human Services. Among the findings are the following: (1) greater state public funding for contraceptive services predicts lower adolescent fertility and lower non-marital fertility;(2) state public abortion funding would not have occurred spontaneously without the adult's help. This paper describes mathematics activities in two early childhood classrooms--a preschool class and a kindergarten class. Activities in the preschool class include children's books on counting, simple and repetitive songs, counting and spatial games, and learning centers such as the matching center and block center. The Kindergarten class uses a circus theme to cover topics such as number and measurement, sequence and ordering (time), measurement/weight, and part-part-whole. The paper then uses these descriptions to discuss important aspects of early childhood mathematics instruction, including the teacher's role and the development of spatial and number sense. Contains 13 references. (EV)

ED 416 995 PS 026 276

Cordus, Joyce; van Oudenhoven, Nico
Early Intervention: Examples of Practice. Averroes Programmes for Children - An Experience to be Shared. Action Research in Family and Early Childhood Series. UNESCO Education Section Monograph No. 8.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; At Risk Persons; Caregiver Child Relationship; Child Rearing; Children; Early Childhood Education; *Early Intervention; Foreign Countries; *Home Programs; Parent Education; Parent Participation; Parent School Relationship; Parenting Skills; Play; Preschool Education; Program Descriptions; Reading; Transitional Programs
IDENTIFIERS- *Averroes Foundation (Netherlands); High Scope Model; Netherlands; UNESCO

Since 1995, UNESCO and the Averroes Foundation have collaborated to develop early childhood education programs. This report describes Averroes intervention programs currently used in the Netherlands with young at-risk children. Following a Foreword which describes various UNESCO early childhood activities, the report is divided into six parts. Part 1 provides background on early intervention program development in the Netherlands. Part 2 describes how intermediary agencies can connect effectively with researchers, policymakers, practitioners, and families. Part 3 describes the Averroes programs: (1) "Instapje," to improve the quality of caregiver-child interactions; (2) "Klimrek," a home-visit program to stimulate verbal interaction between parents and children; (3) "Spel ann Huis," a home-based program to stimulate play development in 1- to 4-year-olds; (4) "Opstapje," to facilitate transitions from home to elementary school for disadvantaged 2- to 4-year-olds; (5) "Opstap Opnieuw," a home-based extra-curriculum for disadvantaged 4- to 6-year-old children and their parents; (6) "Overstap," focusing on collaboration between school, parents, and children during the process of learning to read; (7) "Stap door," a continuation of the Overstap program for second and fifth graders; (8) "Stap rond," a parent education program for caregivers of children from birth to 6 years of age; and (9) "Kaleidoscoop," the Dutch version of the American High/Scope program. Part 4 discusses the limited value in using educational models as the basis for program development and presents key principles for developing intervention programs. Part 5 concerns lessons Averroes has learned in disseminating programs to large numbers. Part 6 discusses the relationship

Arguing that summaries of 562 studies from 1985 through 1994 reveal that almost no attention is paid to the cognitive effects of Head Start programs, this report criticizes Head Start as being steadily and more generously funded without evidence that it helps children's scholastic achievements. The report criticizes available studies as practicing poor data analysis and omitting pertinent information. The report also argues that the only substantiated positive effects of Head Start include reduction of the number of children being sent to special education and reduced grade retention due to socialization factors alone. The first section of the report offers criticism of the data analysis and omission of information of an article by Schweinhart (1994) on the lasting benefits of preschool programs. The second section addresses the need to study more critically the data presented in research reports. The third section provides background information on early childhood education for disadvantaged youth in the United States. The final section describes reactions to Head Start weaknesses in Follow Through programs and the government support they received. The report concludes by noting that there are some lasting effects of Head Start, mainly of a non-significant variety, and that significance-producing programs should be looked at carefully and negative programs should be addressed for counter-productivity. (SD)

ED 417 014 PS 026 317

Trusty, Edward M., Jr.; Beckenstein, Stacey
A Comparative Study of Single-Graded versus Multi-Graded Classrooms.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Class Organization; Comparative Analysis; *Elementary School Students; Interpersonal Competence; *Multigraded Classes; *Outcomes of Education; Primary Education; Reading Achievement; Social Adjustment; Teacher Attitudes; Writing Achievement

This study compared cognitive, social, and affective progress of students in a multi-graded classroom and a single-graded classroom. Participating were teachers in kindergarten/first, first, and second grade classrooms and a random sample of their students at two suburban Virginia schools. Five teachers taught in single-graded classrooms and one teacher taught in a multi-graded kindergarten/first grade classroom. Assessment of student progress was comprised of: (1) a standardized literacy assessment; (2) teacher's ranking of students on literacy; and (3) teacher ratings of student social and affective skills within the school environment. The findings revealed no substantial differences between students in multi-graded and single-graded classrooms. (Two appendices contain data collection instruments. Contains 15 references.) (Author/KB)

ED 417 015 PS 026 318

Manville, David L.
A Proposed Parenting Plan for Never Married Parents.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).

Instruction; Learning Processes; *Learning Theories; *Montessori Method; *Orff Method; Teaching Methods
IDENTIFIERS- Gardner (Howard); Montessori (Maria); *Multiple Intelligences; Orff (Carl); *Whole Child Approach

This paper explores the similarities between Orff's Schulwerk, Montessori's philosophy, and Gardner's theory of Multiple Intelligences in an effort to explore how to best teach a child. In the late 19th century, specific learning theories began to emerge. Maria Montessori and Carl Orff each developed innovative teaching theories during the first half of the twentieth century. In the 1980s Howard Gardner presented his theory of Multiple Intelligences. The paper begins with a description of the work of each of these educators. The Schulwerk process is described in detail and its four activities of exploration, imitation, improvisation, and creation are discussed. Montessori's method of creating a teaching method to provide the child with all the tools necessary for becoming an adult are then presented. Next, Gardner's seven intelligences of linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, and personal are explored. This is followed by a section showing how these three ideas can work together in one classroom to provide a complete and whole education of the mind, body, and spirit. The paper concludes by noting that a child educated in a combination of these three philosophies has the opportunity to develop all of his or her abilities. Contains 10 references. (Author/SD)

ED 417 031 PS 026 347

Bickart, Toni S.; Dodge, Diane Trister; Jablon, Judy R.
What Every Parent Needs To Know about 1st, 2nd & 3rd Grades: An Essential Guide to Your Child's Education.
PUB DATE- 97
NOTE- 182p.; Co-published by Teaching Strategies and Sourcebooks, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Grade 1; *Grade 2; *Grade 3; Homework; Mathematics Instruction; Parent Materials; *Parent Role; *Parent Student Relationship; Primary Education; Reading Instruction; Science Instruction; Social Studies; Teaching Methods; Writing Instruction

Noting the crucial role parents play in their child's academic success, this book offers parents guidance in supporting their child's education in the primary grades. The book's chapters are: (1) "Learning in the Early Grades," including questions parents ask, what 6- to 8-year-old children are like, principles that make learning effective, why schools need to be different today, what to look for (a parent's checklist), and how to get involved; (2) "The Best Classroom for Your Child," exploring the classroom as a workplace and the classroom as a community; (3) "How Children Become Readers," including phonics and whole language; (4) "How Children Become Writers"; (5) "How Children Become Mathematical Thinkers"; (6) "How Children Learn Social Studies"; (7) "How Children Become Scientific Thinkers"; (8) "How Children's Learning Is Assessed," including purposes and effective approaches of assessment; and (9) "Helping with Homework." The book includes a glossary and sections on developmental characteristics of first-, second-, and third-graders and on learning disabilities, special needs, and

ED 417 048 RC 021 401

Huffman, Michael G.; Fickle, James E.
What Is the Message in the Medium? Mixed Signals for National Park and Wilderness Users.
PUB DATE- 97
NOTE- 11p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; Conservation (Environment); Educational Media; *Educational Strategies; Internet; Land Use; *Mass Media Effects; *National Parks; Nonschool Educational Programs; *Outdoor Activities; *Publicity; Recreational Activities; *Safety Education; Wilderness
IDENTIFIERS- *Environmental Awareness; Leave No Trace; Public Lands

Mass media portrayals of unsafe, irresponsible outdoor activities encourage many people using national parks, forests, wilderness areas, and other public lands to exhibit little concern about environmental responsibility, safety, and the rights of other people. Such behavior threatens natural resources and the opportunity for others to enjoy them in the future, and results in unnecessary injuries, rescue missions, and emergency medical services. Education campaigns such as the highly successful Smokey the Bear campaign have resulted in various information and education programs for mitigating visitor-related management problems. Brochures are relatively inexpensive and are widely used. Recently, the National Outdoor Leadership School, the National Park Service, the USDA Forest Service, the Bureau of Land Management, and the U.S. Fish and Wildlife Service cooperated to produce a new series of publications on the theme of "Leave No Trace." These are particularly effective because they provide regional and park-specific information about minimum impact practices. The effectiveness of publications can be improved when combined with a personal contact. Exhibits and displays can present complex detailed information, and if agency personnel are present, questions can be answered and supplemental information can be distributed. Direct communication from agency personnel is one of the most influential, and expensive, media. Videotapes are receiving increased use, and the Internet has tremendous potential for providing responsible information. Eight principles of effective wilderness education are presented. Contains 18 references. (TD)

ED 417 049 RC 021 402

Kobe, Kevin; Goltra, Norman
Building a Backcountry Yurt: Ecological Design Intelligence within Outdoor Programming.
PUB DATE- 97
NOTE- 8p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

each activity. (DDR)

ED 417 067 SE 061 128

Exercises and Activities in Basic Number Work. Series of Caribbean Volunteer Publications, No. 3.
PUB DATE- 97
NOTE- 62p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Arithmetic; Division; Educational Strategies; Elementary Education; Foreign Countries; *Manipulative Materials; *Mathematics Activities; *Mathematics Curriculum; Multiplication; Professional Development; Student Attitudes; *Student Evaluation; Subtraction
IDENTIFIERS- Caribbean

This guide is a collection of ideas for mathematics activities which were assembled and tested by primary teachers. The activities supplement the teaching of basic numeracy and include topics such as algorithms, pyramids, magic squares, multiples, and number values. The guide is organized into four sections: (1) addition and subtraction; (2) multiplication and division; (3) exercises involving the four rules; and (4) word problems. Worksheets for each activity are also provided. (DDR)

ED 417 068 SE 061 129

Fractions: Activities and Exercises for Teaching Fractions in Secondary Schools. Series of Caribbean Volunteer Publications, No. 4.
PUB DATE- 97
NOTE- 48p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Experiential Learning; Foreign Countries; *Fractions; Learning Activities; Mathematics Education; Mathematics Instruction; Relevance (Education); Secondary Education; Teaching Methods
IDENTIFIERS- Saint Vincent

This document contains materials from a half day workshop held at Petit Secondary School for mathematics teachers at Petit Bordel and Troumaca Ontario Secondary School on the island of St. Vincent in the Caribbean. This book advocates the use of activity-based mathematics as a teaching methodology in secondary schools and demonstrates the use of proprietary and 'home produced' resources. Objectives of this workshop included examining various means of teaching fractions to secondary students, particularly those at the lower school level and to give concrete realization to the abstract teaching approach found in most mathematics textbooks. (ASK)

ED 417 069 SE 061 130

Lower School Maths: Lesson Plans and Activities for Ages 7-9 Years. Series of Caribbean Volunteer Publications, No. 5.
PUB DATE- 97
NOTE- 94p.; Production funded by a grant from British Development Division, Caribbean.

ED 417 093 SO 027 427

Economics America: Content Statements for State Standards in Economics, K-12.
PUB DATE- 90
NOTE- 24p.; For related documents, see SO 028 567 and ED 416 165.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Economics; *Economics Education; Elementary Secondary Education; Global Education; Macroeconomics; Microeconomics; Social Studies; *State Standards

This updated list of content standards covering economics is suggested for states developing their own economics standards. The list outlines the core requirements for basic literacy in economics for grades K-12. The statements are similar to designated content standards from other core subject areas. Key economic concepts describing their basic relationships to the economy are: (1) scarcity and choice; (2) opportunity cost and trade-offs; (3) productivity; (4) economic systems; (5) economic institutions and incentives; (6) exchange, money and interdependence; (7) markets and prices; (8) supply and demand; (9) competition and market structure; (10) income distribution; (11) market failures; (12) the role of government; (13) gross domestic product; (14) aggregate supply and aggregate demand; (15) unemployment; (16) inflation and deflation; (17) monetary policy; (18) fiscal policy; (19) absolute and comparative advantage and barriers to trade; (20) exchange rates and balance of payments; and (21) international aspects of growth and stability. (EH)

ED 417 094 SO 027 919

Welch, Mary A., Ed.
Commodities Trading: An Essential Economic Tool.
PUB DATE- 89
NOTE- 18p.; For other booklets in this series, see ED 416 134-144. Some photographs may not reproduce well. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; Business; Consumer Economics; Economic Development; *Economics; *Food; Instructional Materials; *Natural Resources; Secondary Education; Social Studies; *Supply and Demand
IDENTIFIERS- *Commodity Futures

This issue focuses on commodities trading as an essential economic tool. Activities include critical thinking about marketing decisions and discussion on how futures markets and options are used as important economic tools. Discussion questions and a special student project are included. (EH)

ED 417 095 SO 027 930

Ruth, Amy, Ed.

(150)

DESCRIPTORS- Civil Rights; *Equal Opportunities (Jobs); *Females; *Hispanic Americans; Racial Discrimination; *Sex Discrimination; *Womens Studies

This paper addresses the status of Hispanic women in the United States and the challenges facing Hispanic women in society. The paper is divided into the following sections: (1) Introduction; (2) "From a Melting Pot to a Salad Bowl"; (3) "Adobe Walls and Glass Ceilings"; (4) "Signs of Improvement"; (5) "Diversity is 'In'"; (6) "The Need to Manage Diversity"; (7) "Unsolicited Advice for Hispanic Women"; and (8) "Where Do We Go From Here?" (EH)

ED 417 116   SO 028 553

Davidson, Lyle; Scripp, Larry; Brooks, Clifford, Ed.; Furber, Marthalie P., Ed.

Evidence of Learning: The Learning Connection Evaluation Process for Opera/Music Theater.

PUB DATE- 96

NOTE- 43p.; Access to Learning Through Opera (ALTO) cities were sponsored, in part, by an Arts Plus Grant from the National Endowment for the Arts, Arts in Education Program.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Observation Techniques; Competence; *Curriculum Based Assessment; Holistic Evaluation; *Music; *Opera; Secondary Education; *Student Evaluation

This handbook has been built around the experiences of teachers and cognitive psychologists working together in opera education to identify, design, and produce an effective approach to bring together the divergent approaches to assessment and evaluation, mandated testing, and authentic documentation of learning. The handbook is designed to provide a distinct approach and practical tools for classroom teachers and specialists to document and assess the learning that takes place in their classrooms or learning centers. The book is divided into: (1) Overview; (2) "Guiding Principles"; (3) "Guidelines"; and (4) "Formats." (EH)

ED 417 117   SO 028 566

History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve. 1997 Updated Edition.

PUB DATE- 97

NOTE- 178p.; For the 1998 edition, see ED 293 779.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; *History Instruction; *Public Schools; *Social Sciences; Social Studies; State Curriculum Guides; *State Departments of Education; *State Standards; Statewide Planning; United States History; World History

IDENTIFIERS- *California

This document is a revision of the California History-Social Science Curriculum first published in 1988. The framework

*Mathematics Anxiety; *Mathematics Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Tables (Data); Teaching Methods
IDENTIFIERS- *Hands on Experience; *Preservice Teachers

This study investigated changes in mathematics anxiety levels among future teachers in two different mathematics materials and methods classes. The changes were a function of using (1) Bruner's framework of developing conceptual knowledge before procedural knowledge, and (2) manipulatives to make mathematics concepts more concrete. The study included 87 novices who took elementary or intermediate level mathematics teaching classes. Two strategies were used to gather data at the beginning and end of each quarter. First, future teachers took home and completed a 98-item questionnaire, the Mathematics Anxiety Rating Scale (MARS) during the first week of class. The treatment was a hands-on approach to teaching mathematics with manipulatives in the methods and materials course. During the 10th week of the quarter, they completed the MARS again. Second, some of the factors influencing levels of mathematics anxiety were determined using questionnaire-guided narrative interviews. The researchers also observed the preservice teachers in the methods and materials classes and had informal discussions with them. Multivariate analysis of variance revealed a statistically significant reduction in mathematics anxiety levels between the fall and winter quarters. Pretest-posttest raw score differences were highly significant for winter, spring, and summer quarter classes, but not for fall quarter classes. (Contains 9 tables and 39 references.) (Author/SM)

ED 417 137 SP 037 781

Sloan, Tina Rye; Vinson, Beth; Haynes, Jonita; Gresham, Regina
A Comparison of Pre- and Post- Levels of Mathematics Anxiety among Preservice Teacher Candidates Enrolled in a Mathematics Methods Course.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Education; Elementary School Teachers; Experiential Learning; Higher Education; *Manipulative Materials; *Mathematics Anxiety; *Mathematics Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Teaching Methods
IDENTIFIERS- *Hands on Experience; *Preservice Teachers

This study examined the effectiveness of a methods course in the reduction of mathematics anxiety levels among three groups of preservice teachers majoring in elementary education. The sample included 61 novices enrolled in a course entitled Mathematics for the Young Child. This methods course utilized concrete manipulatives and active learning approaches. At the beginning of each quarter, prior to instruction, preservice teachers completed the Mathematics Anxiety Rating Scale (MARS), a 98-item, Likert-type questionnaire. They completed it again at the end of the 10-week course. The MARS asked students to rate anxiety levels related to several everyday life and academic situations pertaining to mathematics. Study materials included concrete manipulatives. The study also involved questionnaire-guided narrative interviews. Data analysis indicated that the methods course was able to significantly reduce the math anxiety levels of student teachers. Personal

Defining Culturally Responsible and Responsive Teacher Education"; (2) "Knowledge Base 1: Foundations of Multicultural Education"; (3) "Knowledge Base 2: Sociocultural Contexts of Human Growth and Psychological Development in Marginalized Ethnic and Racial Cultures"; (4) "Knowledge Base 3: Cultural and Cognitive Learning Style Theory and Research"; (5) "Knowledge Base 4: Language, Communication and Interactional Styles of Marginalized Cultures"; (6) "Knowledge Base 5: Essential Elements of Culture"; (7) "Knowledge Base 6: Principles of Culturally Responsive Teaching and Culturally Responsive Curriculum Development"; (8) "Knowledge Base 7: Effective Strategies for Teaching Minority Students; (9) Knowledge Base 8: Foundations of Racism"; (10) "Knowledge Base 9: Effects of Policy and Practice on Culture, Race, Gender, and Other Categories of Diversity"; (11) "Knowledge Base 10: Culturally Responsive Diagnosis, Measurement, and Assessment"; (12) "Knowledge Base 11: Sociocultural Influences on Subject-Specific Learning"; (13) "Knowledge Base 12: Gender and Sexual Orientation"; (14) "Knowledge Base 13: Experiential Knowledge"; and (15) "A Final Word: Justice." An appendix presents a list of the components of each of the 13 knowledge bases. (Contains approximately 625 references.) (SM)

ED 417 154 SP 037 799

Abdal-Haqq, Ismat, Comp.
Resources on Professional Development Schools. An Annotated Bibliography and Resource Guide. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; AT&T Foundation, New York, NY.
PUB DATE- 97
NOTE- 81p.; For the earlier edition, see ED 359 177.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teachers; Student Teaching; Teacher Improvement

This second edition of an annotated bibliography and resource guide on professional development schools (PDS) provides information to facilitate the location of sources of information regarding professional development schools. The publication contains 153 annotations, only one of which was included in the first edition. Most of the resources were published or produced between the years 1993 and 1997. The three main sections present annotated listings that are alphabetized by their authors. There are six appendixes that offer information on the following: (1) Internet resources, (2) newsletters and other periodicals, (3) videotapes, (4) networks and information centers, (5) Clinical Schools Clearinghouse and Adjunct ERIC Clearinghouse on Clinical Schools, and (6) PDS publications from the American Association of Colleges for Teacher Education, ERIC Clearinghouse on Teaching and Teacher Education, Adjunct ERIC Clearinghouse on Clinical Schools. (Contains 9 references.) (SM)

ED 417 155 SP 037 800

Teitel, Lee
Designing Professional Development School Governance Structures.

NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Beginning Teachers; Career Choice; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Labor Turnover; Preservice Teacher Education; Secondary School Teachers; Self Efficacy; *Teacher Attitudes; Teacher Certification; *Teacher Effectiveness; Teacher Persistence; Teaching (Occupation)

This study examined whether 540 teacher candidates who failed to or who successfully made the transition into teaching 7 years after commencement of teacher preparation differed in anxiety about teaching, attitude toward a teaching career, and self-perceived effectiveness as future teachers. At the beginning of teacher preparation in 1985, participants reported various personal characteristics, including degree of assurance about becoming teachers, gender, planned level of instruction, and time at which they first decided to become teachers. They completed the Teaching Anxiety Scale, the Attitude Toward Teaching as a Career Scale, and the Self-Perceived Effectiveness as a Future Teacher Scale. After 7 years, researchers contacted them again to determine whether they had become certified as teachers, whether they were presently teaching, and the extent of their teaching experience. Results revealed differences between candidates who graduated but did not become certified as teachers, who became certified as teachers but did not teach, who became part-time teachers, and who became full-time teachers. There were relationships between candidates' major, gender, initial degree of assurance about becoming teachers, extent of successful transition from student to teacher, and the three affective measures. Findings support the hypothesis that attrition during teacher preparation and the early years of teaching does not necessarily reduce the quality of the affective characteristics of those remaining in teaching. Candidates teaching 7 years after commencement of teacher preparation possessed theoretically more desirable affective traits than did nonteaching candidates. (Contains 1 figure, 5 tables, and 42 references.) (SM)

ED 417 172 SP 037 818

Wilson, Vicki A.; Martin, Kaye M.
Practicing What We Preach: Team Teaching at the College Level.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Elementary Education; Elementary School Teachers; Higher Education; Mathematics Education; Preservice Teacher Education; Science Education; Social Studies; Student Teachers; *Teacher Collaboration; Teacher Educators; Teacher Student Relationship; *Team Teaching; *Teamwork
IDENTIFIERS- Muskingum College OH

Muskingum College in Ohio uses team teaching in Teaching Science

for Praxis.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Andragogy; Computer Uses in Education; Educational Change; Elementary Secondary Education; *Futures (of Society); Higher Education; Preservice Teacher Education; Public Education; *Public Schools; Student Motivation; Teacher Attitudes; Teaching Methods

This paper discusses a praxis for increasing student learning using more andragogy-based techniques in the classroom. Today's public school students are not learning to full potential. This is due to old forms of education being used with 20th century students, teachers who still use a content-dominated curriculum, and students who come from unstable families and lack parental support in education. There are seven points upon which to construct a change praxis. These points relate to decision making and problem solving in teaching, educational tradition, changing classroom environments, teacher attitudes, teacher understanding of student behavior, and teacher ability to distinguish between personal, professional, environmental/situational, and school education positions. The paper examines three themes: (1) the extent to which school teachers manifest traditional pedagogy as their primary classroom teaching method, (2) the contextual circumstances under which teacher classroom instructional practice manifests itself regarding personal preferences, and (3) the motivational endeavors needed by classroom teachers when their personal, professional, and/or organizational attitudes compete for precedence. The paper suggests that teachers and teacher education programs should consider using andragogical classroom instructional strategies by adopting any of the many instructional models proven to work in improving student involvement, interest, and motivation for learning. (Contains 68 references.) (SM)

ED 417 190 SP 037 839

Fernandez-Balboa, Juan-Miguel, Ed.
Critical Postmodernism in Human Movement, Physical Education, and Sport.
PUB DATE- 97
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Athletics; Elementary Secondary Education; Feminism; Foreign Countries; Higher Education; *Human Body; Modernism; Moral Issues; *Movement Education; Physical Activities; *Physical Education Teachers; Preservice Teacher Education; Sex Discrimination; Social Influences
IDENTIFIERS- Knowledge Development; Norway; *Postmodernism

This collection of texts proposes alternative ways to examine human movement, discussing the traditional role of human movement professionals as agents of social and cultural reproduction. Part 1, The Human Movement Profession in the Postmodern Era: Critical Analyses, includes the first 10 chapters: (1) "Introduction: The Human Movement Profession--From Modernism to Postmodernism" (Juan-Miguel Fernandez-Balboa); (2) "Sociocultural Aspects of Human Movement: The Heritage of Modernism, the Need for a Postmodernism" (George H.

in voter participation characteristics between adults in telephone and nontelephone households. For the adult civic involvement questions in the NHES:96, the differences may not be so large. However, undercoverage bias for some subgroups in the NHES:96 may be problematic, since coverage biases for Black households and persons, and, to a lesser extent, Hispanic households and persons, were larger than for the population as a whole. Overall, findings about the NHES:96 support the use of telephone data collection as a cost-effective survey procedure. An appendix contains nine tables from the analyses. (Contains 11 references.) (SLD)

ED 417 207 TM 028 148

Montaquila, Jill M.; Brick, J. Michael
Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Citizen Participation; Elementary Secondary Education; *National Surveys; Parent Participation; Questionnaires; *Research Methodology; *Response Rates (Questionnaires); Telephone Surveys; Youth
IDENTIFIERS- *Imputation; *National Household Education Survey; Weighting (Statistical)

The National Household Education Survey (NHES) is a telephone survey of the noninstitutionalized civilian population of the United States that collects data on educational issues that are best explored through contact with households rather than with institutions. The NHES has been conducted in 1991, 1993, 1995, and 1996. In the 1996 NHES (NHES:96), the topical components were parent/family involvement in education and civic involvement. This working paper presents information on the unit response rates, item response rates, weighting procedures, and imputation procedures in the NHES:96. The description of the response and completion rates in the first section, "Unit Response Rates," includes data on the rates for the Screener interview, the Parent/Family Involvement/Civic Involvement interview, the Youth Civic Involvement interview, and the Adult Civic Involvement interview. The next section, "Item Response and Imputation Procedures for the NHES:96," discusses reasons for nonresponse and ways to handle missing data. Imputation of missing data was done to develop complete variables used in developing sampling weights and to enable users to compute estimates more easily. The final section, "Weighting and Standard Error Calculation Procedures for the NHES:96," describes the procedures used to produce the weights for use in estimating characteristics from the NHES:96 sample and for estimating the sampling errors of those estimates. (Contains 39 tables and 7 references.) (SLD)

ED 417 208 TM 028 149

Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association. Working Paper Series.
PUB DATE- 97
NOTE- 52p.; Papers presented at the Annual Meeting of the

on which schools rely. This report evaluates some ways of constructing cost-of-education indices, focusing on existing approaches rather than proposing new ones. Conceptual advantages of econometric supply-demand modeling approach are noted, as are its practical disadvantages. Improvements in databases should make construction of a model-based cost-of-education index much more feasible in the near future. Chapters are: (1) "Introduction: Cost Differentials and Cost-of-Education Indices"; (2) "Conceptual Foundations of Cost-of-Education Indies": (3) "Alternative Index Construction Methods"; (4) "Demonstration and Assessment of Simple Cost Indices and Proxies"; and (5) "Conclusions: Current Capabilities and Promising Options." (Contains 19 tables and 48 references.) (SLD)

ED 417 227 TM 028 185

Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys. Working Paper Series.
PUB DATE- 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary Secondary Education; *Employment Patterns; *Followup Studies; Longitudinal Studies; National Surveys; Private Schools; Public Schools; Tables (Data); Teacher Characteristics; *Teacher Supply and Demand; *Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) of the National Center for Education Statistics is an integrated system of surveys of public and private schools, school districts, school administrators, and teachers. This collection contains six papers related to the 1991 SASS and its components or followups in later years. The following papers are included: (1) "The Results of the 1993 Teacher List Validation Study (TLVS)" (Daniel Royce); (2) "Designing the Teacher Followup Survey (TFS): Issue and Content" (David W. Grissmer and Sheila Nataraj Kirby); (3) "Understanding the Supply of Elementary and Secondary Teachers: The Role of the School and Staffing Survey and the Teacher Followup Survey" (Neil D. Theobald and R. Mark Gritz); (4) "Teacher Retention/Attrition: Issues for Research" (Bonnie S. Billingsley); (5) "Reflections on a SASS Longitudinal Study" (Iris R. Weiss); and (6) "Whither Didst Thou Go? Retention, Reassignment, Migration, and Attrition of Special and General Education Teachers in National Perspective" (Erling E. Boe, Sharon A. Bobbitt, and Lynne H. Cook). Each paper contains references. (Contains 1 figure, 6 graphs, and 25 tables.) (SLD)

ED 417 228 TM 028 186

Scruggs, Thomas E.; Mastropieri, Margo A.
Teaching Test-Taking Skills: Helping Students Show What They Know.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; *Educational Testing;

IDENTIFIERS- *Mercy College NY

This report describes a project to create an interdisciplinary specialization in international business for undergraduate business majors and to internationalize the existing business program at Mercy College (New York). Objectives were to help students acquire a working knowledge of the international dimension of business, appreciate intercultural issues, achieve foreign language proficiency, develop skills for handling international business situations, and function effectively in a global economy. The six program components included: an interdisciplinary specialization in international business, including a capstone course requiring independent work; a certificate in international business; requirement of new international courses for all business majors; international student and faculty exchanges; international internships; and a continuing series of public seminars on international business topics. To date, the program has graduated 24 students specializing in international business, with a much larger number currently enrolled, and over 200 taking international business courses. Many of the graduates gained employment with multinational businesses. Evidence suggests the program is attracting students who are not otherwise adequately challenged, and who perform at a level above the average of business majors. Substantial appended materials include the six course syllabi and support documents for a long-term evaluation program. (MSE)

ED 416 796 HE 031 060

Humphreys, Debra
General Education and American Commitments. A National Report on Diversity Courses and Requirements.
SPONS. AGENCY- Ford Foundation, New York, NY.; National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 97
NOTE- 120p.; For a related document, see HE 031 061.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; *College Curriculum; Colleges; Core Curriculum; Course Content; Course Descriptions; *Cultural Differences; *Cultural Pluralism; *Curriculum Development; Democratic Values; Faculty Development; General Education; Higher Education; Justice; National Surveys; *Required Courses; Universities
IDENTIFIERS- *Diversity Concept

This monograph reports on a study which examined how 92 colleges participating in a multiproject initiative, "American Commitments: Diversity, Democracy and Liberal Learning," are addressing issues of diversity in their general education curricula, policies, and practices. Chapter 1 focuses on emerging trends and promising practices, and includes discussions of: U.S. pluralism; culture and identity; prejudice, discrimination, and the pursuits of justice; education for social responsibility; and diversity in the core curriculum. Chapter 2 considers the process and politics of curricular change. Topics addressed include: effective diversity learning, defining learning goals, questions for faculty dialogue, the change process, and pedagogical change and faculty development. Chapter 3 covers the shaping of effective curricular models, including infusing diversity across the curriculum, requirements allowing students to choose among many courses, and the single course or course sequence

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; Budgeting; Buildings; *College Administration; College Faculty; Colleges; Costs; Facilities; Federal Aid; Financial Support; *Higher Education; Investment; Marketing; Paying for College; Planning; State Aid; *Strategic Planning; *Trustees; Tuition; Universities

This book is intended as an overview of the financial management challenges facing colleges and universities. Among the problems identified as affecting institutions are: the demographic decline in the number of 18-year-olds; the belief that tuition costs have become prohibitive for an increasing number of families; reductions in federal subsidies to higher education; antitrust actions against sharing tuition, salary, and financial aid information; reduced recovery of overhead expenses in federal contracts; reduced state subsidies; increased taxes assessed by all levels of government; and the backlog of deferred maintenance. The first part of the book addresses the factors suggested as responsible for unrealistic tuition increases. The next part, titled "Organization and Management," addresses the role of the board of trustees and organization options for the management of operations. Another section, titled "Strategic Overview," discusses planning, the operating budget, costing and pricing issues, and marketing. Next, "Revenue Sources" covers tuition, auxiliary enterprises, other revenue opportunities, tuition, grants, and investment management. A section on "Major Expenditure Areas" reviews administration, academics and faculty, the physical plant, and aid and other subsidies, and the final chapter looks at the ways in which the higher education environment may change. (Contains approximately 65 references.) (BF)

ED 416 815 HE 031 080

David, Dorothy
The Real World of Performance Indicators. A Review of Their Use in Selected Commonwealth Countries.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; Case Studies; Decision Making; Evaluation; *Evaluation Criteria; *Foreign Countries; *Government School Relationship; Higher Education; *Institutional Administration; Resource Allocation; Specifications; Universities
IDENTIFIERS- Australia; Canada; Commonwealth of Nations; Council of Ontario Universities (Canada); England; New Zealand; *Performance Indicators; South Africa; United Kingdom

This document reviews how performance indicators are currently being used in several Commonwealth countries the United Kingdom, Australia, and Canada, and identifies some of the issues associated with performance indicator development and application. It also examines whether there are any agreed upon "key", or common, indicators that can be applied universally. After briefly discussing the background of the study and defining the terminology of, the audiences for, and applications of performance indicators, the paper reviews sources of higher education data published by government, NOTE- 91p.; Master's Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Computer Anxiety; *Computer Attitudes; *Computer Literacy; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Individual Instruction; Inservice Teacher Education; Teacher Attitudes; Teacher Improvement; Teacher Surveys; Training Methods

IDENTIFIERS- Computer Coordinators; International Schools; Spain

This practicum paper describes a program implemented at an international school in Spain. The program's objectives were to create positive attitudes concerning technology, increase the participants' computer knowledge and usage, and decrease the amount of time the school's computer coordinator spent solving computer related problems. The target group consisted of 14 teachers who attended three instructional modules over the course of 12 weeks. The primary mode of instruction was individualized training, though the first module also included lectures and discussions. The administration of a computer survey before and after the implementation was one of the methods used to judge the program's degree of success. A review of the computer coordinator's logs, personal interviews with the participants, weekly reviews of session logs, and a program evaluation were also utilized to assess the effects of the program. All of the program's objectives were met with 100% of the target teachers satisfactorily improving their attitudes, knowledge, and usage. The computer coordinator's problem-solving time decreased dramatically. Appendices include: a computer survey; the computer coordinator log - (pre-implementation); a session log; the computer coordinator log - (post-implementation); an individual program goals form; a permission release form; a computer in-service program evaluation questionnaire; and frequency of computer survey responses charts. (Contains 17 references.) (Author/JAK)

ED 416 833 IR 018 730

Pina, Anthony A.

(Relatively) Painless Computer-Assisted Instruction with HyperStudio.

PUB DATE- 98

NOTE- 3p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (St. Louis, MO, February 10-14, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Authoring Aids (Programming); College Faculty; *Computer Assisted Instruction; Computer Software Development; Computer Software Evaluation; *Courseware; Higher Education; *Hypermedia; Training; World Wide Web

IDENTIFIERS- College of the Desert CA; *HyperStudio; Technology Integration

The College of the Desert (California) has created a multi-station technology training and development facility for faculty. HyperStudio has been adopted as the introductory tool for multimedia/hypermedia authoring for the following reasons: (1) the card/stack metaphor used by HyperStudio is easy for novices to understand and familiar to users of other authoring tools; (2) in place of programming languages or scripting, HyperStudio uses a friendly and intuitive interface that prompts users to make decisions about how their stack looks and

Proceedings of the conference discuss issues of school reform, automation, education and the Internet, instructional learning environments, educational products, computer managed instruction, and adaptive learning environments. Seven articles include the following: (1) "Alternative Paths to School Reform" (Andrew Gibbons) discusses the state of American education, reform in education, and the nature and pace of reform; (2) "The Manufacturing of Learning: Automating the Production Process" (James J. L'Allier) a slide presentation; (3) "Education and the Internet: Who's Leading This Dance?" (Valorie Beer) supporting material for slide presentation; (4) "Designing Instructional Learning Environments" (M. David Merrill) slide presentation; (5) "A Frame of Reference: NETG's Map to Its Products, Their Structures and Core Beliefs. Discussion Paper Series" (James J. L'Allier) discusses underlying concepts, rules, and basic structures of the variety of National Education Training Group, Inc. (NETG) products; (6) "Computer Managed Instruction" (Kevin Oakes and Dick Walker) slide presentation that defines features and benefits of Computer Managed Instruction (CMI); and (7) "Adaptive Learning Environments" (ID2 Research Group) designing adaptive learning environments with PEAnets (process, entity, activity relationships). (JAK)

ED 416 850   IR 018 751

Jones, Debra
Exploring the Internet Using Critical Thinking Skills: A Self-Paced Workbook for Learning to Effectively Use the Internet and Evaluate Online Information.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citations (References); Computer Assisted Instruction; Computer Literacy; *Computer Networks; Computer Uses in Education; *Critical Thinking; Data Interpretation; Educational Resources; *Electronic Classrooms; Electronic Mail; Electronic Publishing; Elementary Secondary Education; Ethics; *Evaluative Thinking; Information Literacy; Information Skills; Internet; *Online Searching; Postsecondary Education; Problem Solving; Search Strategies; Telecommunications; *World Wide Web
IDENTIFIERS- Archie; E Zines; Electronic Citation; Gopher; Newsgroups; Search Engines

This workbook, intended for self-guided instruction or classroom use, teaches students how to navigate the Internet with a critical mind. It offers tips on web searching, looking for reputable sources, identifying bias, manipulative reasoning, propaganda, irrelevant and misleading information, checking for accuracy and timeliness of information, learning Netiquette, and using online newsgroups. Also included are guidelines for citation styles for all types of Internet resources including Listserv messages, WWW, Gopher sites, FTP sites, and Usenet Groups. Thirteen chapters include: (1) "Course Goal and Objectives"; (2) "Map of the Workbook"; (3) "Caveats to the Learner"; (4) "Symbols Used in the Workbook"; (5) "Introducing Netscape"; (6) "Lesson One: Walking onto the Web"; (7) "Lesson Two: The Critical Thinker"; (8) "Lesson Three: Evaluating Sources"; (9) "Lesson Four: How Wide Is the Web?"; (10) "Lesson Five: All the News"; (11) "Lesson Six: Learning on the Web"; (12) "Lesson Seven: People Are Talking"; and (13) "Lesson of public library services by participants; (5) establishment and staffing of a computer writing lab; and (6) set up of a literacy and English as a Second Language referral database. Proposed and actual expenditures are compared. Activities undertaken are described, including student and volunteer recruitment, student writing activities focusing on the sharing of family stories, library tours and referral assistance, program evaluation, conference presentations on the project, and the establishment of the Writing Center Computer Lab. The role of the library, contributions of other organizations, facilities used, and project impact are summarized. Attachments include a program orientation outline, an oral history workbook, a teacher guide, examples of students' stories, and the computer lab handbook. (MES)

ED 416 867   IR 056 892

Director, Elissa
Libraries of Middlesex, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 114p.; Attached reporting forms may be difficult to read due to smudged type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; English (Second Language); Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; New Jersey (Middlesex); Tutor Training; Volunteer Recruitment

This final performance report for the Libraries of Middlesex literacy project begins with a section that compares actual accomplishments to the following objectives for 1992-93: (1) recruit and enroll at least 150 new volunteers in Basic Reading of English as a Second Language (ESL) tutor training; (2) have at least 125 volunteers successfully complete the training (i.e., have regular attendance and achievement of a passing score on a written final examination); (3) match all those who complete the tutor training with learners; (4) match at least 25 additional learners from the waiting list with previously trained tutors; (5) accomplish all program activities listed in the program description; and (6) achieve a positive termination rate (i.e., ending participation either because educational objectives have been achieved or to enroll in another educational program) of 50% for learners. Proposed and actual expenditures are compared. Activities undertaken are described, including library and instructional materials acquired. The role of the library is discussed; the contributions of other organizations are summarized; facilities used are listed; and the impact of the project is considered. The concluding section provides quantitative data. Attachments include various reporting forms, a collection of student writing, and sample newsletters. (MES)

ED 416 868   IR 056 893

Coker, Peg
St. Charles Public Library, Final Performance Report for Library

(Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; English (Second Language); Family English Literacy; Family Literacy; Federal Programs; Grants; Homebound; Intergenerational Programs; Library Collection Development; Library Role; *Literacy Education; Microcomputers; Migrant Workers; Preschool Education; Public Libraries; Publicity; Rural Areas; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- California (Marin County); Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The West Marin Literacy Project, a project of the Marin County Free Library (San Rafael, California), involved recruitment, retention, coalition building, public awareness, training, rural oriented, tutoring, computer- assisted, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of under 10,000 people, and targeted the homebound, migrant workers, intergenerational/families, and ESL learners. Tutoring was done one-on-one and in small groups, using the Literacy Volunteers of America (LVA) method. The project served 62 adult learners and provided 2,772 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: recruitment flyers in Spanish and in English, recruitment brochure, program newsletter, tutor evaluation form, library card, and progress chart. (SWC)

ED 416 885   IR 056 910

Azulay, Judith M.
Monroe County Library and Peterstown Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; Family Literacy; Federal Programs; Grants; Intergenerational Programs; Library Collection Development; Library Role; *Literacy Education; Microcomputers; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Whole Language Approach
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Monroe County Library (Union, West Virginia) and Peterstown Public Library (West Virginia) conducted a project that involved recruitment, retention, coalition building, public awareness, training, rural oriented, basic literacy, collection development, tutoring, computer-assisted, and intergenerational/family programs. The project served a community of 10,000-25,000, and targeted intergenerational/families. Tutoring was done one-on-one and in

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Information Skills; Instructional Materials; Internet; *Learning Resources Centers; *Library Administration; *Library Instruction; Media Specialists; Program Evaluation; Public Relations; Resource Materials; *School Libraries; Users (Information)

This package of materials presents ready-to-use forms that will help school library information specialists manage, promote, and assess their programs; increase the effectiveness of their program while reducing their workload; and help students develop information skills. The document consists of 117 reproducible loose-leaf forms, CD-ROM (for Macintosh and Windows), four PowerPoint presentations on disk and in print, and a booklet with pointers on using the forms and conducting slide show presentations. Forms are arranged by category--"Public Relations," "Day-to-Day Stuff," "Information Skills," "Graphic Organizers," "Internet" and "Slide Patter" which include: library passes, style sheets, and organizers to help students analyze information or assist in creating annual reports and acceptable-use policies; evaluation forms for Web resources; a mass-assignment alert for the local public library; job descriptions; and rubrics for research papers and multimedia presentations. The second half of the accompanying booklet consists of four slide presentations that clarify the role of the library information specialist in light of current educational trends and new information technology. Appendices include recommended resources, core secondary electronic reference collection, and library-related quotations. (SWC)

ED 416 904 IR 056 933

Brown, Gerald R., Comp.
St. Lucia, West Indies Ministry of Education. School Library and Information Services: A Status Report with Recommendations.
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Education; *Elementary Secondary Education; Foreign Countries; *Information Skills; Librarian Teacher Cooperation; *Library Administration; Library Collection Development; Library Facilities; *Library Materials; Library Personnel; Professional Development; *School Libraries
IDENTIFIERS- *Saint Lucia

This research report addresses the scope of school library and information services programs as demonstrated in secondary schools in St. Lucia, West Indies. Most schools were found seriously lacking in all three areas: Independent Learning Skills; Literacy/Literary and Cultural Appreciation; and Organization and Administration. Library staff generally work in isolation from the teachers, and there is relatively no integration of the skill development processes into the curriculum context. The appointment of quality, full-time staff is a priority, as is increasing and improving the collection of library materials. Staff development activities are also imperative for the successful adoption of a school library and information services program in St. Lucia. Both general and school-specific recommendations are provided. The report includes the following sections: "Executive Summary"; "Introduction"; "Methodology"; "Defining a School Library and Information Services Programme"; "Staffing Components";

This report, from the Washington State Board for Community and Technical Colleges, concentrates on the current status of transfer and articulation in Washington during 1997-98. It opens with an executive summary and introduction, outlining the process and results of the report, and a description of Washington's historical context of transfer and articulation. The report identifies its focus issues as being access for transfer students, credits to degree, advanced placement credit articulation, and transferability of credit from community and technical colleges to both public and private colleges. Detailed are the 1997-98 implementation activities in progress, including improving credits to degree, improving transfer of professional technical programs, and transferability from private career schools to public higher education institutions. A description of future directions and considerations concludes the report. Appendices include transfer articulation committee membership, professional-technical program articulation agreements, transfer of credit policies for baccalaureate institutions/community and technical colleges, and regional accreditation policies. (YKH)

ED 416 923 JC 980 125

Pezzoli, Jean A.
Molokai Community Needs Assessment for Agriculture Education and Training.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Agricultural Laborers; Agricultural Personnel; *Agricultural Trends; College Curriculum; Community Colleges; Curriculum Development; *Educational Needs; *Labor Needs; *Needs Assessment; Nontraditional Students; Personnel Needs; Program Development; Questionnaires; *School Business Relationship; School Community Relationship; Surveys; Two Year Colleges; Vocational Education
IDENTIFIERS- *Hawaii (Molokai); *University of Hawaii Maui Community College

In order to assess the needs of agriculture (AG) education and ascertain the potential employment demand for pre-service and in-service training in agriculture over the next 5 years, Maui Community College (MCC) sent questionnaires to Molokai community businesses, inquiring about their agricultural labor demand. In December 1997, 68 questionnaires were mailed to a broad spectrum of businesses, with a 30% return rate. Results indicated that there is great support for AG education in Molokai, and that 60% of the responding companies expect to hire AG personnel, most at above minimum wage, within the next 5 years. This demand from Molokai's small population base would absorb only one-half to two-thirds of the program capacity for pre-service training, leading to the recommendation that MCC's Molokai AG program run less frequent pre-service cycles and focus more on potential in-service needs. Course topics in greatest demand include irrigation, pest control, and equipment operation, as well as business and vocational aspects of agriculture and computer training. Chief barriers to taking MCC AG classes include lack of interesting topics and inconvenient class times. Document includes responder comments. Appendices include the survey developers, cover letter, questionnaire, mailing list, and respondents. (YKH) participation. They must decide whether a program will focus on the person or their particular role, create a neutral environment if it is to serve all employee categories, determine who is to be served, and obtain advice and support from various sources, including colleagues, committee members, and the college president. Colleges must implement and integrate programs that are responsive to both its employees and the institutional mission. Contains 10 references. (YKH)

ED 416 942 JC 980 146

Transfer Enhancement Plan. A Report Prepared by the Transfer Task Force.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; College Programs; College Transfer Students; Community Colleges; Disadvantaged; *Educational Planning; Ethnic Groups; Financial Problems; High Risk Students; Higher Education; Institutional Mission; Leadership; *Organizational Objectives; Outreach Programs; Program Implementation; Program Improvement; Required Courses; School Holding Power; Services; Strategic Planning; Student Characteristics; *Transfer Policy; Two Year Colleges; Underachievement
IDENTIFIERS- *City College of San Francisco CA

This Transfer Enhancement Plan was prepared by the Transfer Task Force from the City College of San Francisco (CCSF). The purpose of the plan is to improve the transfer success of all CCSF students. This report reviews current transfer structure, efforts, activities, and programs, and identifies successful transfer efforts that should be supported or expanded, as well as issues that must be addressed. Such issues include the low rates of transfer among underrepresented groups such as African American and Hispanic students, and financial barriers to transfer due to low socio-economic status. External factors, such as enforcing Math and English transfer requirements and the rollback of affirmative action, may also hinder transfer efforts. The Transfer Enhancement Plan is divided into four major areas that explore and enhance CCSF's transfer function: (1) college leadership, (2) academic programs, (3) retention/student support services, and (4) access and outreach. In each of the areas, the goals to be accomplished are highlighted, and strategies and action plans necessary to accomplish each goal are included. A grid delineates associated time frames, resources, and college units responsible for each activity. A glossary of terms is provided. Appendices include recommendations from the 1994 transfer symposium, SCANS Competencies, and CCSF student support services and programs. (YKH)

ED 416 943 JC 980 147

Setting a Course to the Future: The CCSF Strategic Plan.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Change Strategies; College Administration; College Planning; Community Colleges;

School-Based Drug Abuse Prevention Strategies: From Research to Policy and Practice.
PUB DATE- 97
NOTE- 29p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Abuse; Child Behavior; Child Health; Children; *Drug Abuse; Drug Addiction; *Drug Education; Drug Use; Educational Strategies; Elementary Secondary Education; Health Education; Health Promotion; Illegal Drug Use; *Prevention; Program Development; School Activities; School Health Services; *School Role; Self Destructive Behavior; Smoking; *Substance Abuse
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; *Preventive Education; Program Characteristics; School Based Services

This chapter reviews school-based drug abuse prevention curricula. Drawing on the most current research, the chapter identifies key elements of effective prevention curricula, noting that programs should (1) reflect proven prevention theory and research; (2) provide developmentally appropriate information about tobacco, alcohol and drugs; (3) use interactive teaching techniques, which are most effective at promoting skill development; (4) provide adequate coverage and sufficient follow-up; (5) be culturally sensitive; (6) provide teach training and support; (7) realize additional components may enhance program effectiveness; and (8) demonstrate their effects in rigorous evaluation. The chapter presents an analysis of the 46 most widely available drug abuse prevention curricula for relative effectiveness; and includes suggestions of various ways to improve program design and implementation. The chapter concludes with three policy recommendations for Healthy People 2010 designed to make effective prevention an integral part of adolescent education: (1) all drug prevention curricula should be assessed to determine the extent to which each curriculum addresses the key elements of effective prevention; (2) all drug education curricula should be rigorously evaluated using pretest-posttest control group designs with measures of substance use behavior; and (3) drug prevention curricula demonstrated to be effective in research should be aggressively promoted. (Contains 70 references.) (SD)

ED 416 962 PS 026 195

Sagrestano, Lynda M.; Paikoff, Roberta L.
Preventing High-Risk Sexual Behavior, Sexually Transmitted Diseases, and Pregnancy among Adolescents.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 97
NOTE- 30p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *At Risk Persons; *Child Health; Contraception; Early Parenthood; Health Promotion; *Pregnancy; Pregnant Students; *Prevention; Program Development; Secondary Education; Self Destructive Behavior; Sex Education; *Sexuality; Unwed Mothers; Venereal Diseases

is associated with lower childbearing rates, particularly for African-American teens, and with higher abortion rates; (3) state laws restricting minors' abortion availability are unrelated to teen birth rates, abortion rates, or teen pregnancy resolution; (4) coordinated state-level pregnancy prevention programs in 1985 predicted lower 1988 pregnancy rates; (5) states with higher teen poverty had higher non-marital teen childbearing rates; (6) AFDC benefits were weakly associated with higher White unmarried teen childbearing but not African-American teen childbearing; (7) the proportion of the White population that is Hispanic is associated with higher nonmarital birth rates among White teens 15-17; however, the proportion of the state population that is African-American does not influence the rates of teen fertility among Blacks; (8) the proportion of Blacks who are college-educated significantly influenced childbearing rates and non-marital childbearing among Black teens; (9) social disorganization was correlated with teen childbearing, pregnancy, and abortion; (10) the proportion of fundamentalists contributed to fewer non-marital births and fewer abortions among White teens; (11) women's labor force participation was related to higher teen childbearing; and (12) prior fertility was the strongest predictor of later teen fertility. (Thirty-five tables detail results. Contains 56 references.) (Author/KB)

ED 416 979 PS 026 250

Knitzer, Jane; Collins, Ann; Oshinsky, Carole; Stout, Laura; Weiss, Heather; Schilder, Diane; Riel, Elizabeth; Smith, Jennifer C.; Groak, Chris; Howell, Julia; Mitchell, Cheryl; Sherman, Annie; Winslow, Becky
Starting Points: Challenging the "Quiet Crisis". A Description of the Starting Points Sites.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Child Welfare; *Community Programs; *Program Descriptions; Program Development; Social Services; Young Children
IDENTIFIERS- *Family Resource and Support Programs; Family Support

In 1994, the Carnegie Corporation released "Starting Points: Meeting the Needs of Our Youngest Children," which called for an action agenda to promote responsible parenthood, guarantee quality child care choices, ensure good health and protection, and mobilize communities to support young children and families. In 1996, the Carnegie Corporation created a Starting Points grants program to encourage states and communities to address the challenges posed by its earlier report. Based on a national competition, 14 grants were awarded. This report summarizes the strategies and activities undertaken by each Starting Points site, as well as the overall themes and lessons for policymakers, advocates, and others concerned with the well-being of very young children and their families. Following a layout of the report's methodology and framework for site descriptions, the following sites are listed in the report: Baltimore, Boston, Colorado, Florida, Georgia/Atlanta, Hawaii, Minnesota/Minneapolis, North Carolina, Ohio, Pittsburgh, Rhode Island, San Francisco, Vermont, and West Virginia. The report concludes with lessons and conclusions drawn from the various locations. Appendices present Starting Points strategic between home-based and center-based intervention strategies. (KB)

ED 416 996 PS 026 280

Wallace, Dianna; Lane, Stephanie
Kids Count in Indiana: 1997 Indiana Data Book. County Profiles of Child Well-Being.
PUB DATE- 97
NOTE- 454p.; For 1994 Data Book, see ED 376 988.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; *Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; High Schools; Infants; *Social Indicators; *State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- *Indiana; *Indicators

This Kids Count report examines statewide trends in the well-being of Indiana's children. The statistical portrait is based on 6 general areas of children's well-being: (1) demographic change; (2) education; (3) economic independence; (4) healthy bodies; (5) humane environment; and (6) spirit and character. Nine key indicators of child well-being are: (1) low birth-weight babies; (2) infant mortality; (3) child mortality; (4) teen deaths by accident, homicide and suicide; (5) teen pregnancy; (6) juvenile violent crime arrests; (7) high school dropouts; (8) children living in poverty; and (9) substantiated child abuse and child neglect. Following a brief overview and summary of findings, the first section of the report provides information and data for community action, including sources of information and data interpretation. The second section provides state profiles for indicators listed above and state indicator maps summarizing county rates. The third section, which is the bulk of this report, provides profiles for each of the 92 counties. The report's two appendices provide definitions and data sources, and list ten blueprints for healthy child development. The profile shows that, overall, child poverty, high school dropouts, and idle teen rates have improved since 1990. However, six indicators--low birth-weight babies, infant mortality, child mortality, juvenile violent crime arrests, teen pregnancy, and single parent family--have worsened since 1990. (SD)

ED 416 997 PS 026 283

Gregg, Gloria A.
A Study of Parent Involvement in Montana Public Schools. A Work in Progress.
PUB DATE- 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Public Schools; School Community Relationship; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Montana; Parent Surveys

This study, conducted by the Center for Community-School

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Child Welfare; *Court Role; One Parent Family; Parent Role; Parenting Skills; *Parents; Program Descriptions; State Legislation
IDENTIFIERS- Michigan; Program Characteristics; Single Parents; *Unmarried Parents

This paper proposes the establishment of legally oriented parent education programs for never married parents. The paper describes a multifaceted program designed to provide information to never married parents on the legal system, personal and parental responsibility and its associated impact on children. Co-parenting issues, resolving conflicts between parents and between parents and child are also discussed. Such programs for unmarried parents could help to prevent the problems associated with this population, such as increased risk of juvenile delinquency and emotional or behavioral problems. The report also describes recent Michigan legislation recognizing the importance of unwed fathers' involvement in their children's lives beyond paying child support. Legislation supports visitations by the father in order to promote a strong relationship with their children. The court procedures related to paternity cases and the Paternity Visitation Program are described, as are recommendations for similar programs, such as conducting an overview of court procedures and disseminating general information regarding the dynamics of never married parents, child development, and the impact of parents on their children. Finally, the paper describes characteristics of these proposed programs, including their frequency, number and characteristics of facilitators, material presented, location, program funding, certification, and evaluation procedures. (Contains 25 references.) (KB)

ED 417 016 PS 026 319

Manville, David L.
Summary of Unwed Father's Survey.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Support; Court Litigation; *Father Attitudes; Fatherless Family; *Fathers; *Parent Child Relationship; Parent Rights; Parent Role; Surveys
IDENTIFIERS- Michigan; Paternity Establishment; Single Parents; Unmarried Parents; *Unwed Fathers

This study examined characteristics of never married fathers adjudicated in the Third Judicial Circuit of Michigan as legal and biological fathers. Participating were 39 fathers with Parenting Time Orders (PTO) and 25 with Reserved Parenting Time Orders (RPTO) (the father lacks legal parental access to his child). Sixty percent of the fathers were African-American, 34 percent Caucasian, 3 percent Hispanic, and 1.6 percent Native American, ranging in age from 16 to 54 years. Findings indicated that none of the fathers currently resided with the mother of their child, although 16 PTO fathers and 8 RPTO fathers had done so at one time. Twenty-three PTO fathers and inclusion. (Contains a resources list, including World Wide Web sites, and 30 references.) (EV)

ED 417 032 PS 026 348

Parsons, Leslie Cooper; Pierce, Sarah
The Importance of Program Providers in Predicting Adolescent Mother-Child Interactions in a Center-Based Intervention.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Biennial Conference on Human Development (15th, Mobile, AL, March 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Rearing; Children; *Early Parenthood; Intervention; *Mother Attitudes; *Mothers; *Parent Child Relationship; *Parent Education; Parent Influence; Parent Role; Parenting Skills; Preschool Education
IDENTIFIERS- *Center Based Programs

This study examined connections between the quality of the relationship adolescent mothers establish with parenting program providers and the quality of the interactions that these mothers exhibit with their children. The study also compared mother-child interactions of adolescent mothers in a parenting program with those of adolescent mothers in a matched comparison group. No significant differences in interactions were found between the groups. The hypothesis that adolescent mothers' relationships with program providers would predict adolescent mother-child interactions was not supported. However, adolescent mothers who reported higher levels of trust and communication with a program provider or another important person in their lives were observed in higher quality physical and verbal interactions and higher quality organization of the child's activities. In addition, adolescent mothers who reported higher levels of trust were observed as being generally more available to their children. Finally, adolescent mothers who reported higher levels of communication with program providers or other persons appeared to enjoy their children more. The results suggest that for adolescent mothers, there appears to be a connection between the social network and parenting. Further research is necessary to continue exploring the importance of parenting programs in the social network of adolescent mothers. (Author)

ED 417 033 PS 026 349

Work and Family Programs in Texas State Agencies.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Community Resources; *Day Care; *Day Care Centers; Dependents; Early Childhood Education; Family Needs; Family Programs; *Family Work Relationship; Human Resources; Labor Conditions; *State Agencies; State Programs; *Work Environment
IDENTIFIERS- Child Care Needs; Dependent Care Services; *Flexible Work Organization; *Texas

A survey of work and family policies in state-supported organizations in Texas was conducted for the Texas Workforce Commission's Work and Family Clearinghouse. Survey questions addressed the prevalence, perceived need, and future direction

DESCRIPTORS- *Building Design; *College Programs; *Construction (Process); Ecology; *Environmental Education; Experiential Learning; Higher Education; Off Campus Facilities; *Outdoor Education; Skiing

IDENTIFIERS- Mountaineering; Utah State University; *Winter Programs; *Yurts

Student volunteers at Utah State University's outdoor program designed, built, and carried a yurt 4 miles into the backcountry. A yurt is a traditional Mongolian structure, circular, with a lattice wall covered by material. Rafters slope upward to a top ring, on which sits a skylight. The outdoor program wanted to expand its offerings, and to do that it needed its own inexpensive shelter located relatively close by. This yurt was also built to teach about passive solar design and sustainable living. After a fairly detailed description of how the yurt was built, its uses are discussed. The first year was an informal "open house" for the yurt. Most of its use came from those who helped build it, but it was rented to other students, staff, and faculty. The yurt is used as a ski hut and backcountry classroom for teaching mountaineering; winter ecology; telemark skiing; and the special adaptations that plants, animals, and humans make to survive the winter. Learning about snow is also a critical element during these courses. Students dig snowpits and record information on snow temperature, stratigraphy, hardness, density, and resistance. They also test the snowpack to detect weakness, and build snow shelters and sleep in them. Through knowing the principles of winter ecology, it is hoped that students will gain an increased appreciation of how living systems are connected, and how humans are connected to these same living systems. The outdoor program's website address is given. (TD)

ED 417 050 RC 021 403

Kugath, Steven D.

The Effects of Family Participation in an Outdoor Adventure Program.

PUB DATE- 97

NOTE- 19p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395. Photocopied photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adventure Education; *Enrichment; Experiential Learning; *Family Programs; *Family Relationship; *Group Unity; Interpersonal Competence; Outdoor Education; Parent Attitudes; Parent Child Relationship

IDENTIFIERS- Family Communication; Family Functioning; Family Research

Twenty-four families participated in an intensive 8-hour adventure program that included initiative games, rock climbing, and whitewater rafting in the mountains of central Colorado. A study examined the effects of participation on parental perceptions of family problem solving, communication, cohesiveness, and general functioning. A questionnaire was administered before and after participation; observations were collected throughout the program; and interviews were conducted with 11 families 1 month later. Results indicated significant positive change for mothers' perceptions of family cohesiveness. No significant improvements in mothers'

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Educational Strategies; Elementary Education; Foreign Countries; *Manipulative Materials; *Mathematics Activities; *Mathematics Curriculum; Measurement; Number Concepts; Professional Development; Student Attitudes; *Student Evaluation
IDENTIFIERS- Caribbean

This guide is a collection of ideas for mathematics activities which were assembled and tested by primary teachers. Activities are correlated to a mathematics curriculum for ages 7-9 years. The activities supplement the teaching of basic numeracy and include topics such as the language of mathematics, matching numbers, tracing the numbers, number bonds, number rhymes, number patterns, measurement, weight, money, shapes, and time. Each section of the core curriculum outline is accompanied by one or more activities. Worksheets for each activity are also provided. (DDR)

ED 417 070 SE 061 131

Watkins, Anne
Maths and Science Booklet: A Practical Guide. Series of Caribbean Volunteer Publications, No. 6.
PUB DATE- 96
NOTE- 72p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Classification; Educational Strategies; Elementary Education; Foreign Countries; Graphs; Manipulative Materials; *Mathematical Concepts; *Mathematics Activities; Professional Development; *Science Curriculum; Student Attitudes; *Student Evaluation
IDENTIFIERS- Caribbean

This guide is linked to a science curriculum and was designed for use by those involved with early childhood education. The goal of this document is to enable caregivers and teachers to use the curriculum in a more varied, stimulating, and developmentally appropriate way. Topics discussed include student attitudes toward mathematics, parent education, learning through play, the language of mathematics, mathematical concepts, and mathematics and science. (DDR)

ED 417 071 SE 061 132

Teaching Directed Numbers at Secondary School Level. Series of Caribbean Volunteer Publications, No. 7.
PUB DATE- 92
NOTE- 26p.; Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Calculators; Educational Strategies; Foreign Countries; Geometry; Lesson Plans; *Manipulative Materials; *Mathematics Activities; *Mathematics Curriculum; Measurement; *Number Concepts; *Problem Solving; Secondary Education

Main Street in Iowa History.
PUB DATE- 97
NOTE- 33p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Architecture; Demography; Elementary Education; Family History; *Local History; *Material Culture; Social Change; *Social Studies; *State History
IDENTIFIERS- *Iowa

This theme issue of "The Goldfinch" focuses on the main streets in Iowa's past. Residential and business patterns are discussed with an analysis of successes and failures. Efforts of young Iowans involved in preservation of a historic town square in their community are described. Activities, fiction selections, and nonfictional accounts of present and past main streets are included. An article on Main Street life describes the sights and sounds of main street long ago with photographs from earlier days. Another article about changes on main street recounts memories of modernization efforts including electrification in cities, livery stables yielding to parking garages, the new architecture resulting with window shopping, and expansion to shopping malls from the local general store. An article on main street festivals chronicles people's unchanging fascination with parades and celebrations on main street. (EH)

ED 417 096 SO 028 117

Ruth, Amy, Ed.
Newspapers in Iowa History.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Civil Rights; Elementary Education; Freedom of Information; Journalism; *Local History; News Media; *Newspapers; Printed Materials; Reading Materials; *Social Studies; *State History
IDENTIFIERS- *Iowa

This issue of the children's quarterly magazine, "The Goldfinch," focuses on newspapers in Iowa's history. Articles address Iowa's pioneer press, a tiny newspaper published by a pair of Iowa brothers, and handwritten newspapers. Activities, fictional accounts, and nonfictional articles address the importance of newspapers in Iowa's past and present. One article explains how newspapers were produced with typesetting and Linotype. Other articles discuss the importance of accuracy and reliability in the stories newspapers tell and record for history, the contributions of Iowa's first African-American newspaper, "Colored Advance," in 1882, and subsequent African-American newspapers in Iowa. An article by the winner of the 1997 "Write Women Back into History Contest," Abby Cox, is also included. (EH)

ED 417 097 SO 028 125

Europe Today: A Reproducible Atlas. 1996 Revised Edition.
PUB DATE- 96
NOTE- 255p.; For earlier edition, see ED 344 118.
LANGUAGE- English

represents an effort to strengthen education in the history-social science curriculum while building on the best practices contained in the previous document. The book addresses the goals of knowledge and cultural understanding through historical literacy, ethical literacy, cultural literacy, geographic literacy, economic literacy, and sociopolitical literacy. Goals of democratic understanding and civic values include: national identity; constitutional heritage; and civic values, rights, and responsibilities. Goals of skills attainment and social participation encompass participation skills, critical thinking skills, and basic study skills. Course descriptions for both U.S. history and world history courses are listed, along with the scopes and sequences for grades K-12. Seven appendices update the chronology in U.S. and world history to current times, address the importance and use of primary sources, suggest some local options for distributions of the units and topics in world history that support both coverage and selected in-depth studies, provide insights into career options that are possible in history and the social sciences, and present an essay for teacher background and student study that emphasizes the importance of citizen participation in a democratic society. (EH)

ED 417 118   SO 028 567

Saunders, Phillip, Ed.; Gilliard, June V., Ed.
A Framework for Teaching Basic Economic Concepts with Scope and Sequence Guidelines K-12.
PUB DATE- 95
NOTE- 177p.; For related documents, see SO 027 427 and ED 416 165.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Consumer Education; Course Content; Curriculum Guides; *Economics; *Economics Education; Elementary Secondary Education; Global Education; Macroeconomics; Microeconomics; Social Studies; Teaching Guides
IDENTIFIERS- *Scope and Sequence

This publication is an updated, edited merger of two earlier National Council on Economic Education documents: "A Framework for Teaching the Basic Concepts" and "Economics: What and When." The combined publication is designed to aid those who construct curricula or who provide economics instruction in U.S. schools. The book provides a concisely stated set of basic concepts for teaching economics below the college level and a set of guidelines to enable schools to develop a systematic program of economic studies from K-12. The seven chapters include: (1) "Introduction"; (2) "Basic Concepts"; (3) "Applying Economic Understanding to Specific Issues"; (4) "Overview: Scope and Sequence Guidelines"; (5) "Guidelines, K-4"; (6) "Guidelines, 5-8"; and (7) "Guidelines, 9-12." (EH)

ED 417 119   SO 028 574

Haas, Mary E., Ed.; Laughlin, Margaret A., Ed.
Meeting the Standards: Social Studies Readings for K-6 Educators.
PUB DATE- 97
NOTE- 389p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

interviews revealed that many students attributed their reduction in anxiety to the methodology and inviting atmosphere of the course. Math anxiety reductions were significantly different in each group studied. For a few students, anxiety increased because the manipulatives were unfamiliar and intimidating. (Contains 5 tables and 34 references.) (Author/SM)

ED 417 138 SP 037 782

Suleiman, Mahmoud F.
TEAM-ing Together through Field Experiences: Implications for Teacher Educators.
PUB DATE- 98
NOTE- 18p.; Portions of this paper were presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Democratic Values; Diversity (Student); Elementary Education; *Field Experience Programs; Higher Education; *Partnerships in Education; *Preservice Teacher Education; Student Teacher Attitudes; *Teaching Experience
IDENTIFIERS- *Early Field Experience; Fort Hays State University KS; Kansas

Given the growing demands and intricacies of today's schools, teacher preparation programs must foster meaningful learning experiences conducive to meeting those complex conditions. Since teachers do not face compliant social conditions within schools, they must have optimal learning opportunities during preservice education. Teacher professional development must undertake the task of preparing them for democratic classrooms. This paper describes such philosophy as related to Fort Hays State University's TEAM 2000 program in one Kansas elementary school. Team 2000 offers early experiential training that gives preservice teachers first-hand experience in the dynamics of the classroom and teaches the demands of democratic teaching and learning. This paper highlights the benefits of early field experience programs as revealed by participants in the teacher education program. Students completed a survey after their first-year field experience. Their responses illustrated the many benefits to participating in the field experience program and described how the program helped shape their positive attitudes and guide their motivation. Keys to successful field experiences included enhanced communication, concrete experiences, triangulated assessment, positive environments, flexible placement, and solid partnerships among institutions. An appendix presents the field/seminar experience survey that students completed after their first-year field experience. (Contains 12 references.) (Author/SM)

ED 417 139 SP 037 783

Dove, Jamie; Garten, Ted; Heinrichs, Ron; Hofmeister, David; Lamson, Sharon; Trumble, Angie
NCATE Accreditation: Strengthening Preparation by Involving Students.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).

American Association of Colleges for Teacher Education AACTE Professional Development School Practice Series.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; Decision Making; Elementary Secondary Education; Faculty Development; *Governance; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teaching

This booklet outlines key principles that ideally characterize partnership governance structures and processes in professional development school (PDS) settings, discussing the advantages and disadvantages of the various decision making structures and processes currently employed by PDS partnerships. The booklet provides a self-assessment tool for evaluating individual partnerships and illustrates how some existing partnerships have crafted formal arrangements. Chapter 1, "Governance Challenges Facing Professional Development Schools," discusses critical tasks of governance and examines process challenges. Chapter 2, "Models of PDS Governance," explains the three basic linkages in PDS partnership structures: liaisons, school or site steering committees, and multisite coordinating councils. They are not mutually exclusive, and some partnerships have all three. Chapter 3,"What Governance Works Best?" explains there is no one structure that is recommended as the optimal governance model. Chapter 4, "Tool Kit for Analyzing Governance Needs," looks at critical tasks (building bridges, supporting mutual renewal, managing day-to-day tasks, and assessing and planning for the long term) and process challenges (working with and transforming existing governance, balancing spontaneity with structure, promoting parity and equity, and connecting people and institutions). Chapter 5, "Sample Agreements," provides samples from the website of the American Association of Colleges for Teacher Education. Chapter 6 contains 2 references and a 10-item bibliography and resources list. (SM)

ED 417 156 SP 037 801

Dilworth, Mary E., Ed.
Of Course It Matters. Putting the National Commission Report into Action.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 72p.; For the document "What Matters Most," see ED 395 931.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; *Educational Change; Educational Policy; Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Politics of Education; *Preservice Teacher Education; Public Education; Public Schools; State School District Relationship; *Teacher Qualifications
IDENTIFIERS- Indiana; New Jersey; Newark School System NJ

and Social Studies in Elementary Schools and Teaching Mathematics in Elementary Schools, an 8-semester-hour inquiry block for preservice teachers. The course includes three areas of integration: coordination of course content among the three disciplines, team teaching of strategies common to all disciplines, and coordination of integrated course assignments. Faculty roles in the teamwork include co-planner, muse, cheerleader, critic, and teacher's aide. Though students get credit for mathematics, social studies, and science methods, teachers also integrate teaching of assessment, curriculum integration, multiple intelligences, national and state standards, classroom management techniques, and lesson planning. Prerequisites for this successful team teaching have included similar philosophies concerning students and teaching/learning processes, a strong psyche, flexibility, commitment to the process of team teaching, commitment to the process of continuous improvement, and trust. Benefits for team teachers have included mentoring, generation of creative ideas, pushing each other to higher standards, acting as sounding boards, supporting risk-taking, reflective teaching, and fun. Benefits for students have included effective modeling of collaborative teaching, experience with multiple perspectives, and improved teacher-student relationships. Problems have included the amount of time the project takes, an increase in vocal and written comparisons of teachers by students, and lack of team teaching role models for students during field experiences. Despite any limitations, the benefits outweigh the problems. (SM)

ED 417 173 SP 037 819

Letscher, Joslen; Culik, Hugh; Phillips, Cassandra; Young, Geoffrey Harris; Tibbs, Chrystal
Breaking Boundaries: The Experience of a Team of Educators Who Set Out To Explore How One Aspect of Technology--Web Page Design--Could Develop Understanding of the Teaching--Thinking--Learning Dynamic Which We Call Education.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (50th, New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; *Computer Uses in Education; Cooperative Planning; Educational Technology; Elementary Education; Elementary School Students; Elementary School Teachers; Higher Education; Interdisciplinary Approach; Preservice Teacher Education; *Professional Development Schools; Teacher Collaboration; Urban Schools; *World Wide Web
IDENTIFIERS- *Web Sites

A collaborative Internet Web page design project broke disciplinary, college, and classroom boundaries when used to re-imagine teaching-thinking-learning possibilities to reconfigure education. The collaboration, named Tools for the Mind: Using Technology for Mindwork, involved teacher education students and university professors from the University of Detroit Mercy; teachers from an urban elementary school; and pupils. Action research stimulated an interdisciplinary systems approach to developing discourse communities for breaking boundaries created by restrictive mental models. Initial brainstorming

Sage); (3) "Gender Discrimination in Norwegian Academia: A Hidden Male Game or an Inspiration for Postmodern Feminist Praxis" (Gerda von der Lippe); (4) "Schooling Bodies in New Times: The Reform of School Physical Education in High Modernity" (David Kirk); (5) "Health, Freedom, and Human Movement in the Postmodern Era" (Larry Fahlberg and Lauri Fahlberg); (6) "A Critical-Postmodern Perspective on Knowledge Development in Human Movement" (Robert Brustad); (7) "Performance and Participation Discourses in Human Movement: Toward a Socially Critical Physical Education" (Richard Tinning); (8) "Physical Education Teacher Preparation in the Postmodern Era: Toward a Critical Pedagogy" (Juan-Miguel Fernandez-Balboa); (9) "Critical Moral Issues in Teaching Physical Education" (Susan Schwager); and (10) "Toward a Department of Physical Cultural Studies and an End to Tribal Warfare" (Alan Ingram and Friends). Part 2, Critiques of the Critical Postmodern Analyses of the Human Movement Profession, includes the last 3 chapters: (11) "Transformation in the Postmodern Era: A New Game Plan" (Linda L. Bain); (12) "A Practical Inquiry into the Critical-Postmodernist Perspective in Physical Education" (Don Hellison); and (13) "Defining the Dreaded Curriculum: Tensions Between the Modern and the Postmodern" (Catherine D. Ennis). Questions for reflection are included. (Contains approximately 500 references.) (SM)

ED 417 191 SP 037 840

Mwape, Gertrude; Serpell, Robert
Participatory Appropriation of Health Science by Primary School Students in Rural Zambia.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; Elementary Education; Elementary School Mathematics; Elementary School Students; *Family School Relationship; Foreign Countries; Grade 3; Grade 6; *Health Promotion; *Infant Care; Low Income Groups; Mathematics Instruction; Nutrition; Parent Attitudes; Rural Population; Rural Schools; Student Participation; *Student Responsibility; Young Children
IDENTIFIERS- Child Growth Charts; Diarrhea; Nurturance; *Weight Maintenance; *Zambia

The Child-to-Child (CtC) project involved school-age African children in monitoring younger children's weight and health (since much of the daily infant care in Africa is performed by preadolescents). CtC emphasizes local autonomy and is based on respect for children as morally responsible community members with a basic right to health and education. A case study examined activities of primary school teachers who applied CtC concepts in the Mpika district of Zambia. Third and sixth graders learned about basic health care and the use of growth charts to monitor health during mathematics class. After discussing diarrheal diseases and oral rehydration therapy, the paper describes an investigation of teaching-learning processes in schools using CtC. The study observed students in seven schools as they learned about and worked with growth charts. Interviews and written records indicated the children had a good understanding of the subject. Using a behavioral assessment instrument, students' ability to act appropriately in emergencies (bleeding or severe diarrhea) were examined.

American Statistical Association (Anaheim, CA, August 10-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Estimation (Mathematics); Institutional Characteristics; *Interviews; National Surveys; Principals; *Research Methodology; *Sampling; Tables (Data); *Teacher Characteristics; Teachers; User Needs (Information)
IDENTIFIERS- Imputation; *Schools and Staffing Survey (NCES)

The five papers from this volume, which were presented at the 1997 American Statistical Association meeting, are of particular interest to users of National Center for Education Statistics (NCES) survey data. They deal with the Schools and Staffing Survey (SASS), a periodic survey conducted by the U.S. Bureau of the Census for the NCES. The SASS provides data on the policies and conditions of public and private elementary and secondary schools, principals, libraries, librarians, teachers, and students in the United States. The following papers are included: (1) "Applying Mass Imputation Using the Schools and Staffing Survey Data" (Steven Kaufman and Fritz Scheuren); (2) "The Effect of Mode of Interview on Estimates from the 1993-94 Schools and Staffing Survey (SASS) Public School Teacher Survey" (Cornette L. Cole, Robert C. Abramson, Randall J. Parmer, and Dennis J. Schwanz); (3) "Reinterview: A Tool for Survey Quality Improvement" (Patricia J. Fiendt, Irwin D. Schreiner, and John Bushery); (4) "Improving the Coverage of Private Elementary-Secondary Schools" (Betty J. Jackson, Nancy R. Johnson, and Richard L. Frazier); and (5) "1993-94 Student Records Survey: Sampling and Weighting Conundra" (Randall J. Parmer, Robert C. Abramsom, Cornett L. Cole, Lenore A. Colaciello, and B. Dale Garrett). Each paper contains references. (Contains 18 tables.) (SLD)

ED 417 209 TM 028 150

Levine, Roger E.; Chambers, Jay G.; Duenas, Ixtlac E.; Hikido, Christine S.
Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Surveys (SASS). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Measurement Techniques; National Surveys; *Research Methodology; *Resource Allocation; School Personnel; Tables (Data); *Teacher Characteristics; Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This report suggests ways to improve the school staffing information gathered through the Schools and Staffing Surveys (SASS) currently administered by the National Center for Education Statistics (NCES). Obtaining better information on school staff can provide insights into the patterns of resource allocation in schools and the access of children to instructional and related services. A methodology for

Elementary Secondary Education; Guessing (Tests); *Performance Factors; Standardized Tests; Teaching Methods; Test Coaching; *Test Wiseness; Testing Problems

This book is designed to help students become better test takers. It is intended for teachers, but would be helpful to parents who think that their children's test scores do not completely represent their knowledge or abilities. Test taking skills are those skills that, when used effectively, contribute to a "test-wise" individual who can use knowledge of specific test formats and testing situations to maximize their performance. How test-taking skills are taught depends on the specific skills to be learned, but they can generally be taught in classroom lessons. Researchers have found that younger students, low achieving students of all ages, minority students, and students from lower socioeconomic backgrounds are particularly likely to benefit from test-taking skills training. The following chapters are included: (1) "Why Teach Test-Taking Skills?"; (2) "Assessing Test-Taking Skills"; (3) "General, All-Purpose Test-Taking Skills"; (4) "Taking Standardized Tests"; (5) "Taking Classroom Tests"; and (6) "The Test-Taking Skills Curriculum." An appendix contains test-taking skills test items for practice. A 68-item bibliography for test-taking skills is included. (SLD)

ED 417 229 TM 028 187

Report of Student Performance on the North Carolina Competency Standard. Reporting on the Classes of 1998-2001 for the State and 117 Public School Systems.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Ethnic Groups; Grade 10; Grade 11; Grade 8; *Graduation Requirements; *High School Students; Mathematics Tests; Minority Groups; Racial Differences; Reading Tests; Secondary Education; Secondary School Students; *Standards; *State Programs
IDENTIFIERS- *North Carolina

State Board of Education policy in North Carolina requires students who entered the ninth grade in 1994-95 and later to meet a higher competency standard in reading and mathematics. These students must receive an Achievement Level III or above on the eighth-grade reading and mathematics tests in order to receive a North Carolina high school diploma. The class of 1998 is the first required to meet this higher standard. Data from local education agencies used to compile this report represent a best effort to gather information on student achievement of this standard. During the 1996-97 school year, 61.9% of 8th graders, 73.3% of 9th graders, 84.3% of 10th graders, and 90.3% of 11th graders met the competency standard in reading and mathematics in North Carolina. There were wide disparities among subgroups, with, for example, 40.1% of black students meeting the standards in eighth grade, while 72.9% of white students met the standards. Local education agencies reported a variety of strategies to assist students in passing the competency requirement, and a list of the commonly used strategies is provided in this report. Sample questions for the North Carolina Competency Tests are included, as is a table of student performance by class and ethnicity by local education agency and region. An appendix discusses achievement levels and how to complete a report on student achievement. (Contains one requirement. A conclusion urges a four-part curricular engagement for effective citizenship: study of one's own culture, pluralism and pursuit of justice, justice seeking, and pluralism in majors and concentrations. An afterword by Carol Geary Schneider is titled: "Education for Cultural and Democratic Pluralism." Extensive appendices include exemplary syllabi, a listing of participating institutions, a list of resources, and a summary review of the literature. (Contains 11 references.) (DB)

ED 416 797 HE 031 061

Smith, Daryl G.; Gerbick, Guy L.; Figueroa, Mark A.; Watkins, Gayle Harris; Levitan, Thomas; Moore, Leeshawn Cradoc; Merchant, Pamela A.; Beliak, Haim Dov; Figueroa, Benjamin
Diversity Works: The Emerging Picture of How Students Benefit.
SPONS. AGENCY- Ford Foundation, New York, NY.; National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 97
NOTE- 159p.; For a related document, see HE 031 060.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Change Strategies; College Curriculum; College Outcomes Assessment; *College Students; Cultural Differences; *Cultural Pluralism; Curriculum Development; *Diversity (Student); Educational Environment; Higher Education; Institutional Environment; Intergroup Education; Intergroup Relations; Minority Groups; Organizational Change; Outcomes of Education; Program Effectiveness; Student Development
IDENTIFIERS- *Diversity Concept

This report presents a review of the literature and an annotated bibliography of research on the impact of campus diversity initiatives on American college students. First, an executive summary concludes that, overall, the literature suggests that diversity initiatives positively affect both minority and majority students on campus. It specifically identifies successful strategies such as programs which focus on the transition to college of underrepresented students, mentoring programs, specialized student support programs, programs which emphasize opportunities for interaction between and among student groups, and serious engagement with diversity issues in the curriculum and classroom. The two chapters of Part 1 provide a context for campus diversity research and explain the framework for searching, organizing, and analyzing the literature. Part 2 presents the research findings in four chapters which address: (1) representation inclusion and success of underrepresented populations; (2) campus climate and intergroup relations; (3) education and scholarship curriculum, teaching, and learning; and (4) institutional transformation findings on comprehensive campus commitments to diversity. A final chapter considers implications for the future. An annotated bibliography provides abstracts for over 250 related articles and books. (Also contains approximately 150 references.) (DB)

ED 416 798 HE 031 062

Oklahoma Higher Education Standards.
Admission/Retention/Assessment: Reasons Standards Were Strengthened. Enhancing Student Preparation for College. Improving College Student Performance. Indicators of Positive Student Performance.

government agencies, or national university organizations, and discusses developments in the application of performance indicators. Case studies from the U.K., Australia, and Canada are used to examine five types of indicators: student indicators, such as population, progression/completion rates, destination and satiation; staff indicators; resource and financial indicators; research indicators; and estate management/physical resources indicators. The characteristics of "good" indicators and various concerns surrounding the use of indicators are also addressed. Findings suggest that performance indicators need to be related to institution objectives, should be used with other measures, and cannot presently be used to compare institutions in different countries. Appendices include lists of sources, publications, and contacts; a comprehensive list of possible indicators, and core indicators recommended by the Council of Ontario Universities. (BF)

ED 416 816 HE 031 081

Richardson, Geoffrey; Fielden, John
Measuring the Grip of the State. The Relationship between Governments and Universities in Selected Commonwealth Countries. A Discussion Paper.
PUB DATE- 97
NOTE- 80p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Freedom; *Administration; Decision Making; *Foreign Countries; *Government Role; *Government School Relationship; Higher Education; *Institutional Autonomy; Politics of Education; *Public Colleges; Public Policy; State Regulation; Surveys; Universities
IDENTIFIERS- *Commonwealth of Nations

This study assesses how much control governments of the Commonwealth of Nations (formerly the British Commonwealth) are exercising over their universities. The study encompassed a review of the relevant literature, an examination of the acts and statutes which control universities, and a questionnaire sent to 70 university vice chancellors, which generated 53 responses. The review of the literature and the legal documents revealed considerable variation in the extent of government involvement in the affairs of universities, on a continuum which ranged from a controlling role for the state at one end to a more liberal supervising role at the other. The questionnaire responses were used to plot the relative positions of seven regions United Kingdom, Mediterranean, Australasia, Asia, Africa, North American (Canada), and the Caribbean on the same continuum. Sections of the report address sources of information and methodology, results by region, an overall picture, questions of state supervision or state control, and institutional autonomy and academic freedom. Appended are the questionnaire, a list of universities that completed the questionnaire, regional analysis of questionnaire results. A graphical presentation of the regional results, a list of the universities supplying legal documents, and a classification of questionnaire answers. (Contains 54 references.) (BF)

ED 416 817 HE 031 082

operates; (3) multimedia objects, such as sound, animation, and video tape, are very easy to import and use; (4) HyperStudio stacks can be authored to run on both PC and Macintosh platforms; (5) HyperStudio stacks can be posted and run in their entirety on the World Wide Web; (6) Web Uniform Resource Locators (URLs) and other software programs can be accessed from within HyperStudio; and (7) training users to author in HyperStudio takes significantly less time than it does to train them in higher end authoring tools. HyperStudio offers support for the most commonly used graphic file formats and the ability to export stacks as HTML documents for viewing on the Web. It also has the ability to create text hyperlinks or buttons, using a menu to select from a variety of functions. (MES)

ED 416 834 IR 018 731

Heath, Simon, Ed.
Enabling Active Learning. Conference Programme and Abstracts of the Association for Learning Technology Conference (1st, Hull, England, United Kingdom, September 19-21, 1994).
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Active Learning; *Computer Assisted Instruction; Courseware; *Educational Technology; Foreign Countries; Higher Education; *Instructional Design; Learning Strategies; *Material Development; *Multimedia Instruction; Multimedia Materials
IDENTIFIERS- *Learning Environments; United Kingdom

This program for the 1994 Association for Learning Technology Conference provides a conference schedule and summarizes the presentations of the discussion workshops, hands-on workshops, live demonstrations, and poster sessions. Abstracts of the following papers presented at the conference are included: "The Conceptualisation Cycle" (J. Mayes & L. Coventry); "Interactive Computer-Assisted Reflective Learning" (J. Cook); "Evolving Principles of Performance Support" (P. Barker & A. Banerji); Designing Interactive Multimedia Applications for Flexible Learning Strategies" (R. McLeod); "Teams, Technology and Knowledge" (D. Anthony Wilson); "Specification and Implementation of an 'Active Learning' Facility" (R. Boyle); "Case Study: Sainsbury's Evolving Learning Technology" (D. Hawkridge & L. Houldsworth); "Successful Implementations of CAL in Dutch Higher Education" (M. Mirande & M. Leiblum); "Support of Learning Using an Architecture for CSCW for Engineering Design" (J. Gammack, D. Jenkins, S. Kydd, & S. Tian); "The Implementation of a Multimedia Learning Environment for Graduate Civil Engineers" (C. Smith & P. Jagodzinski); "Enabling Active Learning through Technology in Higher Education" (R. Macredie & P. Thomas); "A Strategic Multidisciplinary Team Approach to HE Learning Environments" (I. Smith & J. Smith); "A Realistic Strategy for Institutional Commitment to Courseware Development in Universities" (I. Benest, A. Hague, & J. Fritz); "Multimedia Courseware" (I. M. Marshall, W. B. Samson, & P. I. Dugard); "The Demonstrator Model of Learning Design and the Effective Use of Multimedia" (T. King); "Learning Style and Learning Strategies in a Multimedia Environment" (P. Paterson & J. Rosbottom); "Meeting and Discovering Language Learning Needs" (J. Gillespie); "It Doesn't Interrupt Me When I'm Thinking, and You Do!" (S. Hewer); "ISDN--The Distance-Learning Solution" (G. Jacobs); "Learning Assistance on Wider Access Courses" (J. Lomax);

Eight: Spinning Your Web." Includes graphs, index and glossary. (Contains 20 references.) (JAK)

ED 416 851 IR 018 752

Butterworth, Margaret, Ed.
Information Technology in Schools: Implications for Teacher Librarians. Third Edition.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Curriculum Development; Distance Education; Educational Resources; Electronic Classrooms; *Electronic Libraries; Electronic Publishing; Elementary Secondary Education; Foreign Countries; *Information Technology; Interactive Video; Internet; *Library Automation; *Library Role; Multimedia Instruction; Online Searching; Online Vendors; Optical Data Disks; *School Libraries; *Teacher Role; Telecommunications; World Wide Web
IDENTIFIERS- Australia; Interactive Multimedia; *Teacher Librarians; Telematics

This book reviews the latest Australian literature on the role of the teacher librarian. It discusses the impact of the Internet on the supply of and demand for information, and demonstrates the need for planned implementation of information technology in schools, with teacher librarians playing a vital and influential role. Fifteen chapters are as follows: (1) "The Role of the Teacher-Librarian in the Information Age: a Delicate Balancing Act" (Pam Buselich); (2) "The Internet" (Anne Clyde); (3) "Online Information Services" (Sandra Naude); (4) "Other Electronic Sources: CD-ROM, Interactive Multimedia and Beyond" (Margaret Phillips); (5) "Integrating Electronic Resources into the Curriculum" (Cathy Scott and Pru Mitchell); (6) "Case Study" (Philippa Ryan); (7) "School Library Resource Provision in an Electronic Era" (Shelda Debowski); (8) "Telematics" (Sally Smith); (9) "Library Automation: Migrating to Second Generation Systems" (Claire Johnson, Pru Mitchell, and Robin Wake); (10) "Publishing on the Web" (Val Baird); (11) "Training for the Internet" (Pauline Tremlett); (12) "Developing an I.T. Plan for a School" (Sandra Naude); (13) "Primary School Case Study" (Sue Goddard); (14) "Secondary School Case Study" (Jan Kaye); and (15) "Important Issues" (Margaret Chapple). A biography of the authors is included. Each chapter contains references. (Contains 164 references.) (JAK)

ED 416 852 IR 018 753

Sorrow, Barbara Head
Multimedia Activities for Students: A Teachers' and Librarians' Handbook.
PUB DATE- 97
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; English (Second Language); Expenditures; Family Literacy; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Publicity; Resource Materials; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This final performance report for the St. Charles Public Library and Literacy Volunteers of America-Fox Valley literacy project begins with a section that provides quantitative data. The next section presents a summary of activities during 1993 based the following project goals and related objectives: (1) increase visibility to attract students from the residential community; (2) serve the business need in the area; (3) develop a family literacy program; (4) develop and expand training and teaching materials available; (5) support volunteers; (6) support students at current educational levels and help prepare them for group learning situations; and (7) maintain leadership and financial resource plans to ensure program continuation. Activities described include community awareness efforts such as newspaper/newsletter articles and a spelling bee; establishing relationships with possible sources for student referrals; sessions to help parents read to their children; tutor training; and book discussion and ESL conversation groups. Contributions of other organizations, facilities used, and the impact of the project are described. Proposed and actual expenditures are compared. Attachments include newspaper clippings, a booklist, and sample newsletters. (MES)

ED 416 869 IR 056 894

Gray, Colleen
Eagle Valley Library District, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 53p.; Several pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; English (Second Language); Expenditures; Family Literacy; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Student Recruitment; Tutoring; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

This final performance report for the Eagle Valley Library District literacy project begins with a section that provides quantitative data. The next section compares actual

small groups, using the Laubach, Literacy Volunteers of America (LVA), and whole language methods. The project served 97 adult learners and provided 3,038 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: adult basic education registration form, student intake/permanent record form, and examples of learner goals. (SWC)

ED 416 886 IR 056 911

LaDuke, Caryl
Mesa County Public Library District, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; Correctional Education; Disabilities; English (Second Language); Family Literacy; Federal Programs; Grants; Intergenerational Programs; Library Collection Development; Library Role; *Literacy Education; Older Adults; Public Libraries; Publicity; Rural Areas; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers; Workplace Literacy
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Adult Reading Program, a project of the Mesa County Public Library District (Grand Junction, Colorado), involved recruitment, retention, coalition building, public awareness, training, rural oriented, basic literacy, collection development, tutoring, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 50,000-100,000 people, and targeted the hearing impaired, learning disabled, mentally disabled, workforce/workplace learners, inmates of correctional institutions, adults reading below 6th grade level, seniors/older citizens, intergenerational/families, and ESL learners. Tutoring was done one-on-one and in small groups, using the Laubach and other methods, as suited to learners' individual needs. The project served 184 adult learners and provided 4,563 hours of direct tutoring service. The report provides a monthly summary of program activities, comparison of objectives and outcomes, personnel, comparison of expenditures to amounts allocated in original grant proposal, adequacy of resources, and cooperation and coordination with other agencies. Attachments include a list of tutoring sites, program business card and bookmark, and program newsletters. (SWC)

ED 416 887 IR 056 912

Albert, Rebecca J.

"Collection Development"; "Facilities, Equipment and Planning"; "Strategies for Implementation"; "Quantum Impact: Principals' Comments"; "Recommendations"; and "Bibliography." Appendices include: project funding proposal; Library and Information Services 1997-98 Action Plan; list of secondary school principals and library staff; School Library Information Services Survey; position papers on development of school libraries in St. Lucia and staffing schedule; agenda and evaluations for the Seminar on School Library Information Services; school staff meeting agenda; and reading research proposal. (Contains 30 references.) (SWC)

ED 416 905 IR 056 934

Wyatt, Flora R.; Coggins, Margaret; Imber, Jane Hunter
Popular Nonfiction Authors for Children. A Biographical and Thematic Guide.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Authors; *Biographies; Books; *Childrens Literature; Elementary Education; *Nonfiction; *Reading Materials

This sourcebook provides brief biographies of 65 popular children's nonfiction authors. Each profile focuses on how authors go about writing information books by giving a firsthand account of the challenges and rewards of nonfiction writing. Each biography provides a selected bibliography of the author's work, a photo, and a message to the student from the author. Authors include: David A. Adler, Aliki, George Ancona, Caroline Arnold, Jim Arnosky, Brent Ashabranner, Colleen Stanley Bare, Barbara Bash, Melvin Berger, Christina Bjork, Rhoda Blumberg, Franklyn M. Branley, Ray Broekel, Vicki Cobb, Jennifer Owings Dewey, Arthur Dorros, Barbara J. Esbensen, Doris Faber, Margery Facklam, Leonard Everett Fisher, Dennis Fradin, Jean Fritz, Robert Gardner, Jean Craighead George, Gail Gibbons, James Cross Giblin, Ron Goor, Nancy Goor, Lynda Graham-Barber, Jim Haskins, Ruth Heller, Ron Hirschi, Diane Hoyt-Goldsmith, William Jay Jacobs, Neil Johnson, Ginny Johnston, Judy Cutchins, Kathleen Krull, Susan Kuklin, Kathryn Lasky, Loreen Leedy, Carol Lerner, Eda LeShan, Betsy Maestro, Giulio Maestro, Albert Marrin, Ann McGovern, Patricia C. McKissack, Fredrick L. McKissack, Bruce McMillan, Milton Meltzer, Roxie Munro, Jim Murphy, Nancy Winslow Parker, Dorothy Hinshaw Patent, Lila Perl, Laurence Pringle, Robert Quackenbush, Jan Reynolds, Sally Ride, Hope Ryden, Marcia Sewall, Seymour Simon, Gloria Skurzynski, Virginia Driving Hawk Sneve, Diane Stanley, George Sullivan, Marvin Terban, and Jerome Wexler. Contains author-title index and subject index. (JAK)

ED 416 906 IR 056 942

Hardy, Janice Valerye
Comprehensive Written Exams: Questions and Answers.
PUB DATE- 97
NOTE- 75p.; A WWW site (http://www.arches.uga.edu/jvh/Jhardy/JHardy.html) was constructed in conjunction with the third paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ED 416 924 JC 980 126

Remedial/Developmental Education in the Illinois Community College System.

PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Blacks; College Curriculum; *Community Colleges; Comparative Analysis; *Developmental Studies Programs; Ethnic Distribution; Grade Point Average; Minority Groups; Outcomes of Education; Program Effectiveness; Remedial Instruction; *Remedial Programs; Special Needs Students; Student Needs; Two Year College Students; Two Year Colleges; Whites
IDENTIFIERS- *Illinois Community College System

In the second half of a two-part study conducted by the Illinois Community College System, a fall 1990 cohort of first-time freshmen was examined for 6 years to determine the effectiveness of remedial/developmental instruction. Student characteristics of age, ethnicity, and gender for the entire cohort were compared with the cohort group of students who enrolled in remedial/developmental courses and the group who did not. Students who did not enroll in remedial/developmental courses earned slightly higher grade point averages and slightly higher rates of credit hours than remedial students. However, remedial students had slightly higher persistence rates. The study also found that the more remedial/developmental courses a student enrolled in, the lower the completion rate. Math remediation was generally in highest need, and minority students required more language instruction than white students. Though all three groups--the entire cohort, the remedial students, and the non-remedial students--represented males and females similarly, recent high school graduates and minorities were overrepresented among the remedial student group. Appendix consists of implementation strategies. (YKH)

ED 416 925 JC 980 127

Community College Programs and Services for Special Populations and Underrepresented Groups, Fiscal Year 1997.

PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; Disabilities; Educational Strategies; Females; Grants; *Inclusive Schools; Intercultural Programs; Mainstreaming; Minority Groups; Nontraditional Occupations; *Nontraditional Students; *Outreach Programs; Partnerships in Education; School Community Programs; School Community Relationship; *Special Needs Students; *Special Programs; State Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board; *Illinois Community College System

Since the passage of legislation (Public Act 85-283) requiring Illinois colleges to report every 3 years the progress made to increase the participation and advancement of underrepresented groups, the state's community colleges have used both special population grant funds and local college funds to address the

Educational Objectives; Educational Planning; Evaluation Criteria; Institutional Environment; Institutional Mission; Long Range Planning; *Mission Statements; *Organizational Objectives; Program Development; Program Implementation; Program Improvement; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report, outlining the City College of San Francisco's (CCSF) Strategic Plan, begins with an overview of the institution's goals and strategies and provides background information on the plan's development. Part I, "Setting a Direction," offers information on CCSF's values and long-term institutional goals: (1) enhancing access; (2) promoting student success in achieving educational goals; (3) improving satisfaction with college services; (4) fostering a supportive and positive workplace; (5) managing resources effectively; and (6) pursuing the highest standards of educational excellence. Part II, "Measuring Success," clarifies these goals and their performance indicators. Part III, "Moving Forward," includes strategies for change: quality service, continuous program improvement, supportive working environment, resource development, and a planning and budgeting system. Part IV, "Achieving Results," discusses strategic plan management and implementation. The report concludes with Part V, "Managing the Change Process," which describes the ongoing planning and implementation processes. (YKH)

ED 416 944 JC 980 148

The Impact of Matriculation Services on Student Progress and Success at City College of San Francisco.
PUB DATE- 98
NOTE- 17p.; A joint research project of the Office of Research, Planning and Grants and the Office of Matriculation and Assessment.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Admission (School); *Ancillary School Services; College Role; Community Colleges; Comparative Analysis; Educational Assessment; *Program Effectiveness; School Holding Power; School Orientation; Student Characteristics; Student Participation; Student Placement; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

The City College of San Francisco (CCSF) conducted a study on the participation in and effect of matriculation services for students in fall 1995. CCSF wanted to determine whether students were participating in these services, whether the services effected greater academic success, and whether students who did not participate in these services did as well as participants. Findings indicated that more than 23% of the students did not use matriculation services, and that younger Asian students were most likely to participate. Matriculation services, which include orientation, counseling, and assessment, were found to have a positive effect on students if they were taking more than nine units, yet students taking fewer units, and who did not seek services, had higher GPAs than those who did. Students receiving matriculation services tended to receive more mid-range grades, while non-participating students had more grade extremes (more A and F grades). The study concluded that a positive result of participating in matriculation services may be that students are guided toward courses that fit their level of ability; this may account for some of the grade differences found between

IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; *Preventive Education; Safe Sex Practices; Sexual Attitudes; Sexually Transmitted Diseases

Adolescent sexual activity and the resulting pregnancy and transmission of sexually transmitted diseases have been on the rise during the past several decades. This chapter addresses each of the three objectives regarding sexual behavior outlined in the Healthy People 2000 initiative. Background data and trends in adolescent sexual behavior are addressed for each of the three target areas: early sex, adolescent pregnancy, and contraceptive use. The chapter presents a discussion of prevention efforts aimed at reducing high-risk sexual behavior, highlighting both limitations and strengths of existing programs. The chapter also raises methodological, developmental, and contextual considerations, and describes four programs that have dealt effectively with such issues. Primary prevention efforts that are designed to reduce early initiation of sexual behavior and secondary prevention efforts that are designed to promote safer sex practices among sexually active adolescents are distinguished. Finally, the chapter presents recommendations for improving preventive interventions and thus reducing high-risk sexual behavior among America's youth, including the following: (1) prevention efforts must focus on reducing sexual risk taking through primary prevention; and (2) primary prevention is not sufficient to reduce sexual risk taking--secondary prevention efforts are also needed to ensure that sexually active adolescents are engaging in safe sexual practices. (Contains 97 references.) (SD)

ED 416 963 PS 026 196

Murray, Mary E.; Guerra, Nancy G.; Williams, Kirk R.
Violence Prevention for the 21st Century.
PUB DATE- 97
NOTE- 25p.; In: Enhancing Children's Wellness. Healthy Children 2010. Issues in Children's and Families' Lives, Volume 8; see PS 026 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; At Risk Persons; *Child Health; Children; Crime; Crime Prevention; Death; Delinquency; Delinquency Prevention; *Health Promotion; Homicide; Injuries; Mortality Rate; *Prevention; Program Development; *Violence; Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Healthy Children 2010; Healthy People 2000; *Preventive Education

The United States is recognized as leading the industrialized world in violent death rates. The increase in youth violence is primarily attributable to an increase in the "lethality" and not the "frequency" of violent acts because more crimes are being committed with handguns. This chapter reviews the existing literature on violence prevention programs for children and youth. Highlighted are issues of clinical significance, outcome specificity, moderator effects, and evaluation concerns, followed by a more in-depth discussion of these issues as they relate to future directions. Following this programmatic review, the chapter addresses the strengths and limitations of a risk-focused approach to violence prevention. An alternative model is proposed that builds on the contributions of the risk-focused framework, but goes beyond its limitations. This model emphasizes life course development and situates violence in a broader, dynamic framework of human partners, sites at a glance, statewide indicators of risk, and summary of strategic approaches by site. (EV)

ED 416 980 PS 026 251

Serpell, Robert
Educational Alternatives to Schooling in Zambia.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Based Instruction (Disabilities); Educational Innovation; Educational Objectives; Educational Quality; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Models; *Nontraditional Education; *Program Evaluation; School Community Relationship; Special Needs Students; Traditional Schools; Traditionalism
IDENTIFIERS- *Zambia

This paper contrasts two perspectives for evaluating educational programs: (1) a growth curve model of personal development in the sociocultural context; and (2) a narrowing staircase model of educational success. According to the first perspective, development occurs along personal, social, and cognitive dimensions, and arises from the individual's exploratory interaction with a context structured by enduring cultural resources that are organized in layers. The local school is one of many such resources encountered by the individual in his or her life-journey. As to the second perspective, within the orthodoxy of Institutionalized Public Basic Schooling (IPBS) in Zambia, development is conceived as a cumulative process of cognitive empowerment that is imparted through extractive alienation of the individual from the culture and community or origin. The paper maintains that education in Zambia will achieve its goals of personal and social improvement only if it conforms with the articulated quality criteria. Informal education in many parts of Africa includes legitimate participation in subsistence activities, narrative exposition of indigenous wisdom, and co-constructive play with peers. Each of these forms of practice, the paper notes, meet some of the quality educational criteria that are generally lacking from IPBS. The paper then describes two educational innovations in terms of their adequacy according the articulated criteria: (1) community-based, individual program plans for children with developmental disabilities; and (2) the use of growth-charts and child health monitoring to link basic science education with primary health care. (Contains 49 references.) (Author)

ED 416 981 PS 026 252

Bauch, Jerold P.
Dialogue and Communication between School and Home.
PUB DATE- 97
NOTE- 15p.; Paper presented at the "Education is a Dialogue and Democracy" Conference (Bielawa, Poland, September 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Development and Testing Services at Montana State University, had two purposes: (1) to gather information from parents of school-age children and school personnel, particularly teachers, to determine their perceptions about the status of and the need for parental involvement in the education of children in Montana; and (2) to utilize the results of the study to develop a set of recommendations for various state and local policy makers that would strengthen, increase, and support parent and community involvement in the education of school-age children. Three groups participated in the study: a group of 1,000 parents of school-age children, a group of 750 classroom teachers, and a group of 250 school administrators and board members. Participants completed a questionnaire adapted from questionnaires developed by the Johns Hopkins University Center on Families, Communities, Schools and Children's Learning. The extensive findings were divided into four sections: (1) respondents' opinions about parent involvement; (2) data about existing and desired levels of parent involvement; (3) training and barriers; and (4) similarities and differences between various groups of respondents. Generally, parents and teachers agreed that the family-school relationship could be improved. (Appendices contain permission and cover letters, questionnaires, and data tables for questionnaire results.) (EV)

ED 416 998 PS 026 288

Paul, Judi
Family Reading Night: A "How-To" Kit.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Family Programs; Family School Relationship; Financial Support; Parent Participation; Program Implementation; *Reading Motivation

One effective way schools can involve family members in the important process of motivating children to read is with a family reading night. This kit is designed to streamline the process of implementing a family reading night in schools. The kit begins with success stories from several schools using family reading nights. It then presents the definition of "family reading night," suggestions on staffing, tips on funding/sponsorships, and suggestions for announcements. Also included are models of a planning checklist for teachers and administrators to adapt, samples of a letter to send home to parents, and a news release to submit to local media. The kit asserts that the family reading night concept has been received positively around the country, providing not only an opportunity for reading practice and the chance to draw parents and students closer together, but also bringing increased attention to teaching efforts and the positive resources of the school. (EV)

ED 416 999 PS 026 289

Which Toy for Which Child: A Consumer's Guide for Selecting Suitable Toys, Ages Birth through Five and Ages Six through Twelve.
PUB DATE- 97

12 RPTO fathers felt extremely or quite close to their children. All the fathers who felt extremely or quite close to their child enjoyed activities with them. Those describing the relationship as not very close either did not have access to their child or had limited interaction. Fathers who spent parenting time involved in activities with extended family or the child's friends reported a more secure parent-child relationship. Fathers generally wanted their name on the child's birth record and wanted their child to have their last name. Fathers felt their child support payments were either too high or about right. About half the fathers felt that child support and court-supported Parenting Time were connected. Payment and arrearage child support history varied greatly among both groups. Recommendations based on these findings included increasing opportunities for involvement of fathers with their children, and educating young adults to prevent them from becoming fathers before they are financially and emotionally ready. (Contains 34 references.) (KB)

ED 417 017 PS 026 322

Koralek, Derry; Collins, Ray
On the Road to Reading: A Guide for Community Partners.
SPONS AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.; Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Education; Age Differences; *Beginning Reading; Brain; *Community Programs; Community Resources; Early Childhood Education; Emergent Literacy; Family Involvement; Family Literacy; *Literacy Education; Parent Participation; Parents as Teachers; Partnerships in Education; *Reading Instruction; School Community Relationship; Student Motivation; Teaching Methods; *Tutoring; Tutors; Work Study Programs; *Young Children
IDENTIFIERS- America Reads Challenge; Brain Development; Scaffolding; Tutor Role; Tutor Training

The goal of the U.S. Department of Education's America Reads Challenge is that all children read well and independently by the end of third grade. This guide details the knowledge and skills needed to support the America Reads Challenge or to implement a literacy development program for children from preschool through grade 3. The guide was designed for community partners in teaching children to read, including tutors, trainers, program developers, and administrators. Chapter 1, "How to Use This Guide," highlights the need for tutoring and relates relevant sections of the guide for completing various tasks. Chapter 2, "How Most Children Learn to Read," describes early child development, the effects of brain development on literacy development, and how children become readers and writers. Chapter 3, "How Tutors Can Support Young Readers," describes appropriate tutoring strategies for children of various ages, learning conditions that support literacy, scaffolding techniques, and motivating children to read. Chapter 4, "Involving Families in Tutoring Programs," discusses how to include family involvement in the tutoring program, form family literacy programs, and reach families through reading-of dependent care programs and flexible work arrangements (FWA). Key findings in dependent care include: (1) 30 percent of respondents report some form of dependent care program outside of those regularly provided to all state employees; (2) eleven percent offer on-site child care; (3) 17 percent provide resource and/or referral service for child care services; and (4) commonly cited barriers to the promotion and expansion of dependent care programs included resource limitations and questions centering on the legislative authority of state-supported organizations to provide these services to employees. Key findings in FWA arrangements include: (1) more than 80 percent of respondents offer some FWA with flex-time most commonly available; (2) compressed workweeks available in 34 percent of organizations; (3) telecommuting available in 25 percent; and (4) barriers to the promotion and expansion of FWA's are primarily legislative with many respondents citing sections of Article IX which place some restrictions on telecommuting, supervision concerns and small staff size. (SD)

ED 417 034 PS 026 350

Larson, Erik
Child Care in Texas: A Report.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Child Caregivers; Costs; *Day Care; *Day Care Centers; Early Childhood Education; Educational Demand; *Educational Supply; Program Costs; Student Costs; *Supply and Demand
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Day Care Quality; Texas

This report examines a basic child care challenge confronting the state of Texas: the shortage of affordable, accessible, quality early care and education for Texas families with children, particularly those with limited incomes. The report notes that these three factors--affordability, accessibility, and good quality--are integral to a successful child care program, and that Texas families with low and moderate incomes continue to face unmet child care needs. Following a brief introduction, section one of the report addresses the demand for child care in Texas including issues of affordability, accessibility, and quality. The second section addresses the supply side of child care in Texas. In terms of accessibility, the kinds of child care available are described and include: (1) Head Start; (2) Pre-kindergartens; (3) Kindergartens; (4) Licensed Child Care Centers (LCC); (5) Group Day Homes (GDH); (6) Registered Family Homes (RFH); and (7) School-Age Child Care (SACC). In terms of affordability, this section describes Child Care Management Services (CCMS). Quality of available child care is also addressed. The final sections of the report offer summary conclusions on the state of Texas child care in such areas as: (1) lack of coordination between early childhood education services; (2) inadequate supply; (3) various levels of quality; and (4) little consideration to appropriateness of services. Contains 100 references. (Author/SD)

ED 417 035 PS 026 352

Amato, Paul R.; Booth, Alan

perceptions were recorded for problem solving, communication, or general functioning. Participating fathers' perceptions significantly improved for family cohesion and communication. No significant improvements in fathers' perceptions were recorded for problem solving or general functioning. Interviews 1 month later with 11 families confirmed that participating mothers, fathers, and their children did in fact experience positive changes in family cohesiveness and that powerful memories of the program persisted. Contributions of the study to the understanding of family enrichment and adventure/challenge programs are discussed, as are recommendations for further study. Contains 67 references. (TD)

ED 417 051 RC 021 404

Lee, Johnny
Outdoor Adventure Programs Fulfilling Heroic Archetypal Patterns.
PUB DATE- 97
NOTE- 11p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Epics; *Experiential Learning; Group Unity; *Individual Development; Leadership; Learning Strategies; *Mythology; *Wilderness
IDENTIFIERS- *Archetypes; Expedition Education; Outdoor Leadership; Rites of Passage; *Rituals

The experiences found in adventure programs often parallel the archetypes depicted in mythological quests. Drawing on the work of Joseph Campbell, the stages and trials of adventure participants are compared to similar rites of passage and epic adventures experienced by heroes and heroines in epic literature and mythology. The basic pattern of separation, time of trials, and return to community in heroic adventures is reinterpreted in terms of the adventure program as leaving a safe place (home, school, community) to face strange trials (weather, getting lost, group conflicts, anaphylactic shock) and returning home with a sense of personal growth (maturity and confidence). The role of the outdoor leader is similar to the guide in epic adventures who shows the way; gives instruction, tools, and encouragement; and allows the hero to accomplish his goals by himself. Activities may be framed in this context by using rituals, sharing stories and experiences, recognizing accomplishments and achievements, saying farewell to other participants, recognizing the transition, and using tokens. However, there are certain difficulties and even dangers in considering expeditions as mythical quests or rites of passage. Adventure programs should not go overboard and emulate the spiritual references and rituals of other cultures that have been in existence for generations, or claim that they can enact a rite of passage. (SAS)

ED 417 052 RC 021 405

Merrill, Kurt
Redesigning a Club Structure for the 90's.
PUB DATE- 97
NOTE- 8p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education;

IDENTIFIERS- Caribbean

This book is a collection of teaching strategies and activities for teachers of secondary mathematics. This volume is the product of a workshop that focused on student understanding of directed numbers. Suggested teaching methods include introducing the number concept, using a number line, number strips, monograms, bottle top addition and subtraction, patterns, the hare and the hounds, win or lose, magic squares, null words puzzles, multiplication matrix, using a calculator, and games. Areas of mathematics which involve the use of directed numbers and students' problems with these concepts are also discussed. (DDR)

ED 417 072 SE 061 133

Teachers' Resource Material for Integrated Science: Ideas for Teaching Integrated Science in Secondary Schools. Series of Caribbean Volunteer Publications, No. 8.
PUB DATE- 85
NOTE- 57p.; Contains some light type that may not reproduce well. Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; *Concept Formation; *Educational Resources; Educational Strategies; Foreign Countries; *Integrated Curriculum; Physics; Problem Solving; Science Activities; Science Tests; Secondary Education
IDENTIFIERS- Caribbean

This book contains questions for secondary school science students that require them to analyze data presented in various forms and apply knowledge and skills developed in novel situations. The content for the questions is derived from a science curriculum developed by a group of Caribbean nations. The material is organized into four sections: (1) integrated science; (2) chemistry; (3) physics; and (4) biology. The exercises are helpful in preparing students to take standardized tests in science as they can be used to reinforce practical work related to a topic covered in the booklet, teach general skills of data analysis and observation, and provide an alternative means of skill development. The approach recommended for each problem situation includes a discussion of the experimental design and details of the experiment that produced the data. (DDR)

ED 417 073 SE 061 134

Upper School Maths: Lesson Plans and Activities for Ages 9-11 Years. Series of Caribbean Volunteer Publications, No. 9.
PUB DATE- 97
NOTE- 115p.; Some pages contain small or light type that may not reproduce well. Production funded by a grant from British Development Division, Caribbean.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Decimal Fractions; Educational Strategies; Elementary Secondary Education; Foreign Countries; Fractions; Geometry; Graphs; *Lesson Plans; *Manipulative Materials; *Mathematics Activities; *Mathematics Curriculum; Measurement; Percentage; *Problem Solving

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Atlases; Demography; Developing Nations; Economic Development; Elementary Secondary Education; *European History; Foreign Countries; *Geography; Map Skills; *Maps; Social Studies; Western Civilization; *World Geography
IDENTIFIERS- *Europe

This book contains blank outline maps of the European continent and tables and graphics depicting various aspects of Europe. Sections of the book include: (1) "Same Scale Maps, Silhouettes, Distances, Area"; (2) "Population"; (3) "Demographics, Ethnic, Religion, Health"; (4) "Economic, GDP, Import, Export, Labor"; (5) "Resources, Energy, Production, Trade, Commodities, Communications"; (6) "Environment, Climate, Land, Agriculture"; (7) "Territorial Disputes, Government, Military, International Organizations"; and (8) "Individual Country Maps." (EH)

ED 417 098   SO 028 129

Sehr, David T.
Education for Public Democracy. SUNY Teachers Empowerment and School Reform Series.
PUB DATE- 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; Decision Making; *Democracy; *Educational Change; *Educational Philosophy; Elementary Secondary Education; Participative Decision Making; Professional Autonomy; *Teacher Empowerment; United States History

This book identifies two competing traditions of American democracy and citizenship: a dominant, privately-oriented citizenship tradition and an alternative tradition of public democratic citizenship. Based on the second tradition, the book outlines a set of qualities an effective democratic citizen must possess, as well as a number of ideal school practices that promote these qualities in young people. This discussion provides a framework for analyzing two democratic urban alternative high schools. The book is divided into two sections with nine chapters. Part 1, "American Democracy: Privatized or Public?," contains: (1) "Democratic Ideology, Hegemony, and Education"; (2) "Ideological Roots of Privatized and Public Democracy: Contrasting Locke and the Federalists with Rousseau and Jefferson"; (3) "Privatized Democracy: Nineteenth- and Twentieth-Century Ideology and Practice"; (4) "Public Democracy"; and (5) "Education for Public Democratic Citizenship." Part 2, "Democratic Education? Tales from Two Schools," includes: (1) "Structure and Organization to Two Democratic High Schools"; (2) "Curriculum and Pedagogy in Two Democratic High Schools"; (3) "Promoting Public Democratic Citizenship: Student Responses to School Programs"; and (4) "In Search of Public Democratic Education." (EH)

ED 417 099   SO 028 133

Howe, Christine
Gender and Classroom Interaction. A Research Review. SCRE Publication 138. Using Research Series 19.

Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Anthologies; Course Content; Criteria; *Elementary Education; Reference Materials; *Social Studies; Teaching Methods; Textbooks

This book focuses on the 10 social studies strands recognized by the National Council for the Social Studies (NCSS). The book is intended to help social studies educators design, implement, and assess social studies teaching and learning practices. This publication consists of a series of articles reprinted from a variety of sources and includes practical lessons, thoughtful reflections, and discussions related to several social studies curriculum issues. The articles present a range of authors representing a variety of perspectives and learning activities. Both theory and research are examined, as well as practical examples of teaching and learning practices at the primary and intermediate grade levels. The articles address important content and concepts inherent in the social studies standards and promote active student learning both in classroom settings and in the larger community. Creative use of textbooks, instructional materials, and teaching strategies are included. The first ten chapters consist of reprinted articles that address one or more of the ten strands identified in the social studies standards. The book also includes five chapters that pay particular attention to issues in social studies curriculum, social studies and integrated studies, relating literature to social studies instruction, cooperative learning, and student assessment in social studies. Each of the chapters has an introduction that elaborates on the individual standards or issues and provides an overview of the articles. The book is divided into 15 parts with 99 articles. (EH)

ED 417 120 SO 028 603

Harris, Brad, Ed.
Louisiana Cultural Resources Directory 2.
PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art; *Artists; Arts Centers; *Cultural Centers; Cultural Enrichment; *Culture; Directories; Fine Arts; Program Guides; Resource Centers; Resource Materials
IDENTIFIERS- Cultural Resources; *Louisiana

This second edition of the Louisiana Cultural Resources Directory provides an expansion of the scope of information to include artists and organizations engaged in arts activities targeted to adult and general audiences as well as those whose efforts are aimed primarily at school children. The overall intent is to facilitate connections between Louisiana artists and audiences. The two sections focus on individual artists and organizations, arranged alphabetically. The individual artists section provides the name, address, telephone number, and area of artistic endeavor of the artist. Many include a photograph, a description of types of services offered, costs and availability information. The organizations section provides the name, address, telephone number, and speciality of the organization, with many providing addition information on services, costs, and other information. (EH)

ED 417 121 SO 028 604

Ankeney, Kirk, Ed.; Del Rio, Richard, Ed.; Nash, Gary B., Ed.; Vigilante, David, Ed.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Black Students; College Students; Consciousness Raising; *Cultural Awareness; Curriculum Development; *Diversity (Student); Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Development; Quality Control; *Student Participation; Student Teachers; Teacher Student Relationship
IDENTIFIERS- Central Missouri State University

This paper cites ways to strengthen accreditation preparation and program design through student involvement, cites ongoing benefits of such involvement for the professional development of preservice teachers, and provides examples of student involvement in one regional university's accreditation processes. A student committee was formed at the university to publish a brochure, to give presentations, and to serve as peer information resources concerning National Council for the Accreditation of Teacher Education (NCATE) processes. They brainstormed questions that students might have about the process, then developed and distributed the brochure. A committee of 12 students collaborated with faculty to write a curriculum folio for a specialty organization. They worked with faculty over time to review syllabi and matrix specialty organization standards. The experience of matching the syllabi to standards was very beneficial to students because it taught them the complexities of planning and coordinating teacher education programs. Students consulted on the development of a diversity plan within the teacher education program. In response to student influence, faculty members traded visits with a historically black university which heightened awareness about African Americans and the types of support and programming they needed. The campus became known as one that supports culturally diverse students. Eight students presented performances which featured their action research, professional portfolios, and technology lessons, to the NCATE Board of Examiners. Both faculty and students considered student participation a positive experience. (SM)

ED 417 140 SP 037 784

Bohrer, George F., Jr.; Colbert, Ronald; Zide, Michele Moran
Professional Development for Bermudian Educators.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum Development; *Distance Education; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Foreign Countries; Graduate Study; *Internet; Masters Programs; Nontraditional Education; Program Development; Secondary School Teachers; Teacher Improvement
IDENTIFIERS- *Bermuda; Fitchburg State College MA

This paper presents a case study of distance education and professional development in Bermuda, British West Indies. In 1996, the Division of Graduate and Continuing Education at

This volume of essays responds to What Matters Most: Teaching for America's Future, a 1996 report of the National Commission on Teaching & America's Future (NCTAF). The report says that every child has the right to a caring, competent, and qualified teacher. As a result, politicians and educators strove to implement its recommendations in order to begin building an infrastructure of good teaching. The foreword to this volume (David G. Imig) suggests there is no need for another model program or demonstration project, but rather a systemic response that will enable novices to learn to teach more powerfully than before. The purpose of this volume is to examine efforts of leaders at each level of the educational enterprise as they consider NCTAF report recommendations. Chapter 1, "Creative Solutions for Essential Change: Newark Public Schools," (Beverly L. Hall) discusses change and innovation, highlighting New Jersey's takeover of the Newark public schools. Chapter 2, "Audacious Goal or Deja Vu?" (Karen S. Gallagher) acknowledges the familiarity of NCTAF recommendations but finds five major transformative changes that may be fruitful. Chapter 3, "Give and Take: NCTAF and Indiana's Partnership," (Marilyn M. Scannell) provides a rationale for using the NCTAF report to further one's own ends and discusses how to bring the new system of performance licensing to scale, emphasizing the importance of coalition building and adaptation of national agendas to fit local needs. Chapter 4, "Professional Development at the Center of School Reform," (Dennis Sparks) describes the National Staff Development Council's work to create standards providing a benchmark for accomplished practice that can guide professional development and school improvement. An afterword, "Building Capacity for 'What Matters Most'," (Linda Darling-Hammond) addresses the issues of developing organizational capacity, conducting efforts in a decentralized system, and conflicts arising from competing constitutencies and goals for education. (Contains 37 references.) (SM)

ED 417 157   SP 037 802

Diez, Mary E., Ed.
Changing the Practice of Teacher Education. Standards and Assessment as a Lever for Change.
PUB DATE- 98
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Change Strategies; College School Cooperation; College Students; *Educational Change; Educational Policy; Educational Quality; Elementary Secondary Education; Evaluation Methods; Higher Education; Partnerships in Education; *Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *Teacher Competencies; Teacher Educators

This volume presents a collection of papers on teacher education reform, discussing the impact of standards and assessment on teacher education. Targeting policymakers, researchers, and teacher educators, the volume describes seven teacher education institutions that have used standards and assessment to guide their reform. Part 1, "The Role of Standards and Assessment: A Dialogue," includes an "Introduction" (M. Diez) and "The Role of Standards and Assessment: A Dialogue" (L. Darling-Hammond, M. Diez, P. Moss, R. Pecheone, D. Pullin, W. Schafer, and L. Vickers). Part 2, "Using Standards & Assessment to Reform Teacher Education: Seven Examples," offers an "Introduction" across cultural boundaries led to articulation of purpose, audience, and content ideas for the Web page. Participants shared resources and ideas in order to complete the planning. Once the initial planning group designed the beginnings of the Web page, they opened it up to interaction by all of the school's teachers attending a summer workshop in technology. The project found that cultural perspectives were essential in developing discourse communities to break boundaries, utilize differences, and strengthen collaboration. Issues of equity of access to knowledge, learning, and technology need to be addressed within context in order for visionary-practical change to occur. Seven appendices present information on (1) the Four Cities Professional Development School Network; (2) Tools for the Mind: Supporting Mindwork with Technology; (3) Strategic Plan (K-16) for Tools for the Mind; (4) Hampton Web Site Plan; (5) Cool Sites for Teachers/Curriculum/Kids--Hampton Web Site; (6) Hampton Web Site; and (7) Summer Curriculum Technology Workshops. (Contains 52 references.) (SM)

ED 417 174 SP 037 820

Shultz, Eileen L.; Easter, Linda M.
A Study of Professional Aspirations and Perceived Obstacles: A Case for Administrative Change.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Administration; College Faculty; College Presidents; Equal Opportunities (Jobs); Higher Education; *Occupational Aspiration; Promotion (Occupational); *Sex Differences; Sex Discrimination; Teacher Attitudes

This study surveyed 170 faculty members at a public, mid-sized eastern university, comparing men's and women's aspirations and perceived obstacles to attaining various levels of executive positions in higher education. The study used the Academic Goals and Aspirations Survey, which requested demographic information regarding rank, status, educational level, department, and years of service. It also examined aspirations, perceptions of obstacles to support, and perceptions of opportunities to achieve administrative and departmental positions. Respondents included 77 females and 93 males representing over 36 campus departments. Results indicated that more women aspired to lower-level administrative positions than men. Aspirations became nearly equal when considering the position of university vice president. Fewer women than men aimed for the office of university president. Most women wanted to serve as a director/coordinator or department chair. Females seemed to perceive the glass ceiling, sensing obstacles that did not affect men in their climb up the career ladder. Females reported homemaking and child care as the toughest social barriers to advancement. Not one male cited family responsibilities as a hindrance to career advancement. Women's perceived institutional barriers included heavy workloads, bureaucracy, higher education requirements and lack of funds to meet them, committee demands, limited tenure tracks, research/publication demands, and the "good old boys" network. Only a small minority of both sexes regarded opportunities for males and females as equal. (Contains 16 references.) (SM)

ED 417 175 SP 037 821

North Carolina Approved Teacher Education Programs.

Interviews with parents investigated what they knew about CtC and how they felt about home-school relationships. Results revealed that most were strong supporters of home-school links and considered nurturance a very important theme inherent in CtC. CtC activities helped empower low-income, rural African children to participate meaningfully in the health care of younger children. (Contains 53 references.) (SM)

ED 417 192 SP 037 841

Laitsch, Dan
State Evaluation of Teacher Preservice Programs. Texas and Florida. An Issue Paper.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Evaluation; Standards; *Student Teacher Evaluation; *Teacher Certification; Teacher Competencies
IDENTIFIERS- Florida; Texas

Florida and Texas have tied evaluation of preservice teacher programs to performance measures. These reforms may have an impact on the functioning of teacher education programs within their institutions of higher education (IHE's). In 1996, Florida's State Board of Education adopted the Florida Education Standards Commission's (ECS) Recommendation on Performance Standards for Continuing Program Approval of Preservice Teacher Education Programs. This includes five indicators or performance standards for continuing preservice program approval: candidate demonstration of knowledge and skills upon preservice completion; successful performance on the Florida Teacher Certification Examination; inclusion of program components mandated by state statute or rule; diversity of enrollment in preservice programs; and satisfaction of employing districts with beginning teachers. Initial program approval for IHE's involves submitting curriculum folios for each program then completing an on-site review by the Department of Education Board of Regents and NCATE. Once approved, programs must undergo continued review and approval. The Texas system of preservice program evaluation is the ASEP (Accountability System for Educator Preparation), which includes two components. The first is a set of state generated exams which must be active by late 1998. The second is a performance evaluation that must be active by 2002. The performance evaluation states that poor performance by any subgroup of students, even if overall scores are acceptable, puts the institution or program under review. In both states, these standards will ensure that IHE's be treated similarly by the state boards. (SM)

ED 417 193 TM 027 740

Hone, Lisa Richards, Ed.
GED Items. The Newsletter of the GED Testing Service, 1997.
PUB DATE- 97
NOTE- 62p.; Issues 2 and 3 were mis-numbered "Volume 13."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)

collecting accurate school-level staffing information through the SASS was proposed and investigated. This methodology involves: (1) modifications of the current "Teacher Listing Form"; (2) administration of other staff listing forms to cover all school-level staff; (3) administration of a form to gather information on staff salaries and benefits for a sample of school-level staff; and (4) addition of other questions to the current district and school-level SASS questionnaires for the purpose of estimating expenditures per pupil for various educational services. These proposals were evaluated and modified through a multistage process that included informational interviews with principals and school district superintendents, field testing of the proposed listing forms, and on-site cognitive testing and validation of these listing forms. The methodology indicated substantial problems with one of the proposed approaches, the collection of information through general salary and benefit information forms. As a result, the collection of salary and benefit information about specific employees seemed preferable. Steps are outlined for further study about the incorporation of these proposed changes into SASS data collection. Eight appendixes contain draft materials and proposed data collection materials. (Contains eight tables and nine references.) (SLD)

ED 417 210 TM 028 151

Chambers, Jay G.
Measuring Inflation in Public School Costs. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Costs; *Economic Factors; Educational Finance; Elementary Secondary Education; *Inflation (Economics); *Measurement Techniques; *Public Schools; Research Methodology

This report develops an inflationary cost-of-education index (ICEI) that improves on measures of inflation previously proposed and used by researchers studying educational cost differences. In place of such measures, this report presents a comprehensive measure of inflation for the prices of school inputs. The methodological approach builds on the same hedonic wage model used in previous work by J. Chambers (1995) to develop a geographic cost-of-education index. Several improvements are made in this model, which include: (1) improvements in explanatory measures; (2) extension to additional school inputs; (3) application to expenditure data; and (4) comparison with alternative indices. In addition to focusing directly on school inputs, the ICEI attempts to adjust for the qualitative differences in those inputs employed over time. It controls for differences over time in factors that underlie cost-of-living differences and differences in the characteristics of regions that affect their desirability as places to live and work. The ICEI makes a methodological contribution by including estimates of price differences for virtually all categories of school inputs, and it provides a useful tool for educational researchers. (Contains 5 tables and 93 references.) (SLD)

ED 417 211 TM 028 152

Wu, Grace; Royal, Mark; McLaughlin, Don

table and nine graphs.) (SLD)

ED 417 230 TM 028 188

Geddes, Claire
Mini-Digest of Education Statistics, 1997.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Dropouts; Educational Administration; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduates; Racial Differences; Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Trend Analysis

This fifth edition of the "Mini-Digest" provides a pocket-sized compilation of statistical information covering the field of American education from kindergarten through graduate school. This information is found in much greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." The statistical highlights provide a quantitative description of the current American education scene. Information is presented on: (1) enrollment at elementary, secondary, and higher education levels, including enrollment by race and ethnicity; (2) teachers and teacher characteristics; (3) educational outcomes (course-taking patterns, graduates, dropouts, literacy rates, completions, academic achievement, and college degrees); and (4) educational finance. Statistics reveal that in 1997, education was the primary occupation of about 75 million people. Included in this total are about 66.3 students and 4 million teachers, as well as 4.4 million administrative and support staff. Contains 30 tables and 12 figures that present statistical information. (SLD)

ED 417 231 TM 032 178

Plake, Barbara S.; Impara, James C.; Hertzog, Melody; Giraud, Gerald; Spies, Robert
Utility of a Concept-Focusing Strategy on Judgmental Standard Setting Results.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; High School Students; High Schools; *Judges; Mathematics Tests; Performance Factors; Probability; *Standards; Test Construction; Validity
IDENTIFIERS- Experts; *Standard Setting

Judgmental standard setting approaches rely on the perceptions of experts about examinee performance on a test. Traditional standard setting methods ask panelists to predict the probability that a randomly selected, hypothetical minimally competent candidate (MCC) will correctly answer test questions. Item performance predictions are difficult for panelists to do accurately; however, the validity of these performance standards rests on the ability of panelists to conceptualize the skills and abilities of the MCC accurately and to make

PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Academic Standards; Access to Education; College Admission; College Freshmen; College Preparation; Degrees (Academic); Dropout Prevention; Educational Policy; *Educational Quality; Graduation; *Higher Education; School Holding Power; *State Standards; Student College Relationship; Student Evaluation
IDENTIFIERS- *Oklahoma; *Performance Indicators

This brief report describes efforts of the Oklahoma State Regents to accelerate positive academic change in the state's higher education system with a combination of strengthened admission, retention, and assessment standards. The first section presents the state's problem of lagging performance during the late 1980s, as indicated by data showing poor comparative performance with similar institutions, inadequate college preparation of college-bound students and college freshmen, and mismatches of students and colleges. The second section then explains the comprehensive policy approach and specific policy steps taken by the state to strengthen quality and broaden access by enhancing student preparation for college and improving college student performance. The third section lists some current indicators that show positive student outcomes. These include better student preparation for college (e.g., more high school students are taking the 13-unit core academic curriculum and freshmen are better prepared for college level work) and greater college student success (as indicated by lower student dropout rates and higher graduation rates). A table then compares profiles of student preparation, fall enrollment, dropout rates, graduation rates, and degrees awarded for 1987 and 1996, with all figures showing improvement. (DB)

Schofield, Allan, Ed.
The Management of Higher Education: An Annotated Bibliography.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administration; Administrator Role; Annotated Bibliographies; Decision Making; *Foreign Countries; Governance; *Government Role; Government School Relationship; Higher Education; Institutional Autonomy; Politics of Education; *Public Colleges; Public Policy; State Regulation; Universities
IDENTIFIERS- *Commonwealth of Nations

This document provides an annotated bibliography of Commonwealth (formerly the British Commonwealth) university management functions. Selection criteria included the following: items had to be practical and designed to support institutional management, be applicable to most Commonwealth higher education systems, and wherever possible be available for purchase; textbooks and journal articles were excluded. The selections are organized under the following topics: institutional management; financial management; income generation and entrepreneurship; planning and the evaluation of institutional performance; human resources management (including staff development); quality management, management of academic activities, management of student services, library management, and information technology management. The bibliography also contains: references that describe commonwealth higher education systems; a list of journals relevant to higher education management; a list of 12 of the main international associations concerned with higher education; and a list of publishers frequently cited. (BF)

"Mole: Computer Mediated Collaborative Learning" (D. Whittington); "VIRGIL Reality" (A. Cook, N. Oxley, & R. Baird); "The Use of Computers as Substitute Tutors for Marketing Students" (M. Catterall & P. Ibbotson); "Intelligent Tutoring Systems" (M. Elsom-Cook); "Development and Implementation of a Multimedia Teaching Package in Comparative Literature" (B. Heins, C. Larrea, & C. Burnley); "Meeting Academic Objectives for Distance Learning with CD ROM" (G. Einon, M. Jones, N. Heap, & M. Karlsson); "Institutional Support for Change in Teaching and Learning" (M. Oates); "Towards the Institutionalisation of Learning Technologies in Higher Education" (J. Rothwell); and the keynote address--"Toward a National Learning Infrastructure" (W. Graves). (MES)

(052)

DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; Educational Resources; Electronic Classrooms; *Electronic Libraries; Elementary Secondary Education; Interactive Video; Internet; Learning Activities; *Library Automation; *Library Role; Multimedia Instruction; Online Searching; Online Vendors; Optical Data Disks; *Teacher Role; Telecommunications; World Wide Web

IDENTIFIERS- Interactive Multimedia; Wilsondisc

This book is a collection of multimedia ideas and activities for use in classrooms and libraries. Each activity is intended to be adaptable and for use in many subject areas and for a wide range of age groups. The book emphasizes the creative learning of the student, programs, and available resources. Six chapters are as follows: (1) "Technology"--introduction to how technology is changing the prevailing vision of learning; (2) "Information"--defines and discusses how research processes are organized, analyzed, and utilized; (3) "Cooperative Learning with Multimedia"--a lesson with the objective of researching information from CD-ROM multimedia programs to analyze and organize information into acceptable methods of utilization; (4) "Activities"--includes twenty-three activities: "Group Multimedia Activity"; "Student Activity: Pseudonyms"; "Presidential Nicknames"; "Famous Author's Nicknames"; "Famous Places in Literature"; "Famous Quotes"; "Famous Literary Characters"; "Sharing Books with Multimedia"; "Multimedia Research Time"; "Basic Guide for Using Wilsondisc"; "Newberry Medal Books/Round Table"; "Questionnaire"; "Round Table Critique Form"; "She Wrote Murder?"; "Supreme Court Cases: Judging the Words We Live by"; "Researching a Word"; "Authors' Famous Last Words"; "Social Studies"; "Multimedia Book/Movie Review"; "Wonder?"; "Internet"; and "Reference: World Almanacs and CD-ROM Resources"; (5) "Resources"--each entry includes the producer, operating system, subject, price and full description; and (6) "Distributors/Producers"--list of multimedia producers and distributors in the education field. A glossary, index and list of search tools and internet sites are also included. (Contains 180 references.) (JAK)

accomplishments to the following objectives for 1992-93: (1) design and implement a literacy program that provides instruction to adults who wish to develop or improve reading, language, and computation skills through the use of trained volunteers; (2) recruit 30 additional students for a one-to-one literacy program and keep a total of 50 students in the program; (3) provide services to achieve Goal 5 of "Colorado 2000 Communities" (i.e., "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship"); and (4) establish and carry out an ongoing evaluation process. Proposed and actual expenditures are compared. Activities undertaken are described, including library materials acquired, training, and workshops presented. The role of the library, contributions of other organizations, facilities used, and project impact are summarized. Attachments include a list of student materials, newspaper clippings, press releases, public service announcements, newsletters, and evaluations of the director and program assistant. (MES)

New Hampshire State Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 93

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; Evaluation; Federal Programs; Grants; Library Collection Development; Library Role; *Literacy Education; Public Libraries; Publicity; Rural Areas; State Libraries; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers

IDENTIFIERS- Library Services and Construction Act; New Hampshire; Tutor Training; Volunteer Recruitment

"CONNECTIONS: The New Hampshire Reading Project," a project of the New Hampshire State Library (Concord), involved coalition building, public awareness, training, reading and discussion, and evaluation. The project served a community of over 200,000 people, and targeted students and tutors of library literacy programs and New Hampshire Adult Tutorial Programs. The project served a total of 116 adult learners. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include program materials, certificate of appreciation from "Books Change Lives" conference, library/literacy survey and evaluation materials, fundraising packet, and sample pages from the New Hampshire Adult Tutorial Program Manual. (SWC)

PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Computer Uses in Education; Data Collection; Doctoral Programs; *Educational Change; Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; Internet; *Learning Resources Centers; Librarian Teacher Cooperation; Librarians; Library Funding; *Library Role; Library Services; *Media Specialists; Research Tools; *School Libraries; Tests; World Wide Web
IDENTIFIERS- Comprehensive Examinations; Papert (Seymour)

This document contains four papers that are answers to comprehensive examination questions of a doctoral student in instructional technology. The first paper, "Federal Support and Funding of School Library Media Programs into the 21st Century," includes sections on why federal support and funding are needed, how school library media programs (SLMPs) help K-12 students, and why school library media specialists (SLMSs) are needed. The World Wide Web (WWW) as a research tool is discussed in the next paper, including Internet tools, electronic data collection, e-mail discussion groups, electronic interviews, web-based surveys, and software tools Entitled "Using the WWW as a Research Tool for Collecting Data," this paper also describes use of the Internet to investigate the changing role of SLMSs in light of new technologies. "Technology and Learning: A Reaction Paper," the third paper, considers how two books--"The Children's Machine" (S. Papert) and "Knowledge as Design" (D.N. Perkins)--relate to current practices and attitudes about the use of technology in education. The final paper, "Focus on Selected Roles of School Library Media Specialists:," addresses the role of SLMSs; special skills and attributes of the instructional planning process; teaching, learning, and achievement; and collaboration with teachers. (Contains 122 references overall.) (MES) needs of these groups. This report summarizes statewide initiatives and college efforts to support special populations, which include minorities, females in nontraditional occupations, and students with disabilities, during fiscal year 1997. The first section includes data on the demographic representation of underrepresented groups in Illinois and Illinois community colleges. The report then discusses Illinois Community College Board financial support and community college initiatives supporting these underrepresented groups. Initiatives for minorities include community partnerships, programs to encourage participation in science and engineering fields, workforce preparation, mentoring, and recruiting and retaining minority staff. Programs for females strive to increase the representation of women in nontraditional careers, improve their success in mathematics and science, and provide workforce preparation and welfare assistance. In addition, attempts are being made to defray the cost of education and provide assistance programs for students with disabilities. Appendices include data on programs for the underrepresented. (YKH)

participants and non-participants. However, further research is required to validate the study's findings. (YKH)

ED 416 945 JC 980 149

Shared Governance System. Reports and Recommendations 1996-97.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Advisory Committees; Affirmative Action; Annual Reports; Budgeting; *College Administration; *College Governing Councils; Community Colleges; Computer Assisted Instruction; Curriculum Development; Educational Facilities Planning; *Governance; Governing Boards; Long Range Planning; Occupational Safety and Health; Organizational Communication; Staff Development; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This document contains reports and recommendations from the twelve permanent committees of the Shared Governance System of the City College of San Francisco (CCSF) in California. The report is divided into three sections, reflecting the system's tripartite division into collegial, advisory, and budget/planning areas. In each of the document's three sections, a description of the purpose of the committee precedes a summary of the committees' actions during the 1996-97 academic year. The first section deals with the collegial governance system, and includes information on academic policies, curriculum committee actions, the staff development committee, and the student preparations/student success committee. The second section details the college advisory governance system, examining the college advisory committee, affirmative action committee, communication committee, computer policies committee, and the health and safety committee. The last section deals with the budget and planning governance system, which includes the budget and planning committee, facilities review committee, and master plan committee. The document contains diagrams of the CCSF Shared Governance System committee breakdown. (YKH)

development. The chapter suggests that by casting violence as a negative developmental outcome, prevention efforts can be geared toward promoting healthy human development via direct services to individuals as well as by reforming the systems and settings in which development unfolds. Finally, the chapter presents a review and critique of the violence prevention goals of the Healthy People 2000 initiative as they relate to the empirical and theoretical perspectives presented, and makes recommendations for linking goals and strategies within a broader developmental model. (Contains 1 note and 52 references.) (SD)

DESCRIPTORS- Community; Democratic Values; Elementary Secondary Education; *Family School Relationship; Models; *Parent School Relationship; *Parent Teacher Cooperation; Telephone Communications Systems
IDENTIFIERS- Voice Mail

This paper discusses school-home dialogue: its benefits; its theoretical underpinnings (Plato, Dewey, Hegel); perspectives on parent involvement, including societal changes that seem to produce barriers to communication between homes and schools (changes in family structure and role, time/schedule problems, distance, and educational bureaucracy); and the emerging role of technology. The paper describes experimentation with telephones as a way to bridge the information gap between teachers and parents, resulting in "The Transparent School Model" which uses a school-based computer system to provide voice mail linkages between teachers and parents. The paper claims the model goes a long way toward promoting the ideal of community achieved through dialogue between homes and schools, and addresses the barriers to communication described earlier. Contains 18 references. (EV)

NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Age Groups; Child Behavior; Children; Childrens Games; *Consumer Education; Consumer Protection; *Developmental Stages; Elementary Education; Games; Play; Preschool Education; Purchasing; *Safety; *Selection Tools; *Toys
IDENTIFIERS- Child Safety; *Consumer Product Safety Commission; Play Learning; Play Materials; Toy Industry; Toy Preferences; *Toy Safety

Play is a natural activity for children that provides opportunities to learn and grow physically, mentally, and socially. These two booklets offer toy selection advice from the government agency charged with protecting the public against unreasonable risks of injury associated with consumer products. The first booklet outlines toy choices for: (1) young infants (birth to 6 months); (2) older infants (7 to 12 months); (3) young toddlers (1 year); (4) older toddlers (2 years); and (5) preschoolers (3, 4 and 5 years). The second booklet outlines toy choices for: (1) primary school children (6, 7, and 8 years); and (2) older school children (9 through 12 years). The abilities and interests sections in each booklet list physical, mental, and social abilities and interests for each age that are relevant to toy selection. The toy list sections give toy suggestions in six major categories, with subcategories under each to help in finding a particular toy including: (1) all toys (general toys); (2) active play; (3) manipulative play; (4) make-believe play; (5) creative play; and (6) learning play. Specific information is presented on the major areas of consideration for toy safety for each age grouping. (SD) related events. Chapter 5, "Building Community Partnerships," describes the America Reads Challenge, discusses collaborating with work-study programs, and provides contact information for programs supporting children's literacy development. Chapter 6, "Developing a Tutoring Program," describes the characteristics of effective tutoring programs and discusses eight steps to developing a tutoring program: (1) assess need; (2) define mission; (3) set goals and objectives; (4) create tutoring program partnerships; (5) design program design; (6) select/adapt curriculum; (7) support tutors; and (8) implement the plan. Three appendices define terms and contain print, audiovisual, Web site, and organizational resources. (Contains 19 references.) (KB)

A Generation at Risk: Growing Up in an Era of Family Upheaval.
PUB DATE- 97
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Divorce; Economic Factors; Educational Attainment; Employed Parents; *Family Financial Resources; *Family (Sociological Unit); Marital Satisfaction; Parent Child Relationship; Public Policy; *Sex Role; *Social Change; Social Development; Stress Variables; *Well Being; Young Adults

During the last three decades, remarkable transformations have occurred in the American family, including changes in economic well-being, gender roles, family relationships, and family structure. Based on a 15-year study begun in 1980, this book examines young Americans coming of age in the 1980s and 1990s among families experiencing these social changes, providing insight into how both familial and historical contexts affect young people as they make the transition into adulthood. The book considers parents' socioeconomic resources, their gender roles and relations, and the quality and stability of their marriages. It then examines children's relations with their parents, their intimate and broader social affiliations, and the psychological well-being. Among the study findings noted are that in this era of shifting gender roles, children who grow up in traditional father-breadwinner, mother-homemaker families and those in more egalitarian, role-sharing families apparently turn out the same. Also found was a beneficial influence of parental education on children, and the troubling long-term impact of marital conflict and divorce. The book includes policy recommendations based on the findings. Extensive tables of findings are appended. (Contains 381 references.) (HTH)

see RC 021 395.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Clubs; College Students; Committees; Governing Boards; Higher Education; *Leadership Training; *Outdoor Activities; *Student Organizations; Student Volunteers; Volunteer Training
IDENTIFIERS- *Organizational Structure; *Pennsylvania State University

The Penn State Outing Club at Pennsylvania State University redesigned operational procedures to better address fiscal, managerial, and leadership development concerns. The student-run club dissolved its old divisional structure, centralized operations, and split into two branches: club officers and the apprentice-style Wilderness Instructional Leadership Development Program (WILD). The club is administered by an executive board that oversees a large committee structure: public relations, special events, computer, newsletter, brochure, fundraising, and trail crew committees. The responsibilities of each club officer are listed. In the WILD branch, instructional workshops provide opportunities for inexperienced leaders to learn from seasoned leaders. WILD staff are evaluated by peer review and faculty advisors. Each activity area has an elected activity coordinator, who is also a voting member of the executive board. This paper addresses some of the problems of developing and implementing committee structures and offers some suggestions to effectively manage volunteer, student-run committees. (Author/SAS)

IDENTIFIERS- Caribbean

This collection of lesson plans and activities for students aged 9-11 years is based on a science curriculum developed by a group of Caribbean nations. The activities pertain to topics such as place value, prime and composite numbers, the sieve of Eratosthenes, square numbers, factors and multiples, sequences, averages, geometry, symmetry, tessellations, ominoes, measurement, capacity and mass, metric mass, time, money, fractions, decimals, percentage and ratio, graphs, and problem solving. The activities are organized by objectives from the core curriculum and frequently include worksheets for students. (DDR)

ED 417 074 SE 061 186

Jain, Ravi K.; Elliott, Gayle G.; Jain, Terumi Takahashi
Developing and Implementing an International Engineering Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Counseling; *Curriculum Development; *Educational Change; Educational Innovation; *Engineering Education; Foreign Countries; Higher Education; Learning Strategies; Science Curriculum; Undergraduate Study
IDENTIFIERS- Ohio

The goals of the Trans European Mobility Program for University Students (TEMPUS) project include developing curriculum and implementing language and culture training programs with a focus on German and Japanese, and training engineers who have a global perspective. This document contains an executive summary in addition to the full length report on the accomplishments of the project. The project report provides an overview of project activities and accomplishments, a section that traces the project from problem definition to project conclusion and discusses project pitfalls. Additionally, information on the background and origins of the project organized by phases, a full description of the project and its workshops, and evaluation and project results are provided. The majority of the document is comprised of three appendices. Appendix 1 contains eight exhibits, including such areas as: college of engineering student demographics, International Engineering Program (IEP) schedule, both the German focus and the Japanese focus course descriptions, and companies utilizing IEP students in overseas internships. Appendix 2 discusses the course syllabi for both the German and Japanese language training. Appendix 3 presents course evaluations submitted by the student participants on the effectiveness of the the project. (DDR)

PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Interaction; Justice; Nondiscriminatory Education; *Sex Bias; *Sex Differences; Sex Discrimination; Sex Fairness; *Sex Stereotypes; Social Bias; Social Science Research; Stereotypes

This book evolved from a report, commissioned by the Scottish Office Education and Industry Department, which examined gender differences in classroom interaction. The book examines existing research and makes proposals for further action on the topic of whether social interaction in schools perpetuates behavioral differences between males and females. Starting from how classroom interaction might, in theory, result in discrimination, the author provides a review of the evidence, organized around interactive settings which cut across subject areas and school sectors. Chapters on whole-class discussion, desk-based group work, group work around computers, and discussion for oral assessment are followed by a synthesis of findings and discussion of the implications for further research and educational intervention. There are six chapters in the book. Contains 93 references. (EH)

Bring History Alive! A Sourcebook for Teaching United States History.
PUB DATE- 96
NOTE- 253p.; For related item, see SO 028 605.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *History Instruction; *Inquiry; Instructional Materials; Resource Materials; Social Studies; *United States History

This resource manual, built around 1,200 classroom activities, was created by elementary, middle, and high school teachers for teachers who wish to engage in an inquiry-based approach to historical knowledge and historical understanding. The teaching examples are offered as sample activities and are not considered to be a complete curriculum. The teaching examples are organized by grade level and era and are supplemented by essays of two types. In Part I, a number of short essays by experienced teachers explore ways of bringing history alive. In Part II, essays introduce each of the 10 eras of United States history. Each essay dwells on a particular theme or approach relevant to the era. The 10 eras are borrowed from the "National Standards for United States History" and encompass the chronological study of U.S. history presented in the schools. (EH)

ED 417 122 SO 028 605

Dunn, Ross E., Ed.; Vigilante, David, Ed.
Bring History Alive! A Sourcebook for Teaching World History.
PUB DATE- 96
NOTE- 330p.; For related item, see SO 028 604.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *History Instruction; *Inquiry; Instructional Materials; Resource Materials; Social Studies; *World History

This resource manual was created by teachers for teachers who wish to engage in an inquiry-based approach to historical knowledge and historical understanding. The teaching examples are offered as sample activities and are not considered to be a complete curriculum. The teaching examples are organized by grade level and era and are supplemented by essays of two kinds. In Part I the essays explore ways to approach, organize, and conceptualize the teaching of world history with alternative teaching methods. In Part II, essays introduce each of the nine eras of world history and dwell on a particular theme or approach relevant to the era. The nine eras are borrowed from the National Standards for World History and encompass the periodization of history. (EH)

Fitchburg State College (FSC), Massachusetts, entered into a program to provide a Master's of Education program to Bermuda's teachers. The Bermudian Ministry of Education had placed new requirements upon its teachers to upgrade their education in order to remain in their positions, but Bermuda had neither Bachelor's nor Master's level educational institutions. FSC developed an international distance learning program combining new computer technology and traditional classroom instruction. The program offers most courses over a computer network at a time and place convenient to students. Faculty members travel to Bermuda to instruct four of the program's courses. Two collaborative relationships have helped the program. With Academic Paradigms Online, an independent organization that facilitates online education and that first approved the program, there is a successful partnership that has embarked on additional graduate degree programs in Bermuda and other locations. A collaboration with Bermuda College, a post-diploma institution, involves exchange of faculty, presentations of professional development workshops, and a site in Bermuda for meetings and student services. The program will work with the Ministry of Education to delivery professional development programs for teachers and administrators. An appendix provides week-by-week details of one of the online courses. (Author/SM)

(M. Diez); (1) Alverno College: "Guiding Coherence: Performance-Based Teacher Education at Alverno College" (M. Diez, J. Hass, K. Henn-Reinke, J. Stoffels, and L. Truchan); (2) Asbury College: "Preparing Teachers at Asbury College: Restructuring for the 21st Century" (V. Lowe and B. Banker); (3) Ashland University: "Mission: Possible" (J. Schnug and A. Shelly); (4) Central Missouri State University: "One University's Journey Toward Teacher Education Restructuring" (C. Mihalevich and K. Carr); (5) Clayton College and State University I: "Assessment: A Process" (V. Nelms and M. Thomas); (6) Clayton College and State University II: "Outcomes and Assessment in Language Arts and Mathematics" (D. Durden and A. Hunt); (7) University of Northern Colorado I: "Structures Which Support Changing Processes and Outcomes in Teacher Education" (H. Rude); (8) University of Northern Colorado II: "The Development of a Standards-Based Assessment Plan in a School-University Partnership" (M. Heuwinkel and P. Hagerty); and (9) Winston-Salem State University: "Faculty Involvement in Outcomes Assessment to Improve Learning and Teaching: A Proactive Implementation Model" (M. McCarter, C. Berry, R. Burgess, S. Manigault, and S. Shah). Part 3, "The Change Process: Lessons Learned," includes an "Introduction" (M. Diez), "Creating the Climate for Change" (M. Diez and L. Truchan), "Supporting Change in Teacher Education Institutions" (J. Hass and J. Stoffels), and "Institutionalizing a Standards-Based Approach to Teaching, Learning, and Assessment" (K. Henn-Reinke and K. Kies). (SM)

PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Higher Education;
*Preservice Teacher Education; *Teacher Education Programs
IDENTIFIERS- North Carolina

This resource booklet provides information on teacher education programs, approved by the state of North Carolina, available at public and non-public institutions. Each listing includes the name of the institution, deans and provosts, telephone and fax numbers, and information on terms, enrollment, support, other accreditation, and date of first approval. The listings also name the approved programs. There are nine appendices which provide information on (1) Presidents and Chancellors; (2) Licensure Officers; (3) North Carolina Testing Requirements; (4) North Carolina Reciprocity Plans; (5) Lateral Entry: Criteria and Conditions; (6) Licensure Codes and Interpretations; (7) NCATE/State Protocol Agreement; (8) Schedule of Program Approval Visits for Fall 1997 and Spring 1998; and (9) Program Approval Information. (SM)

DESCRIPTORS- Academic Aspiration; *Adult Education; Adults; *Equivalency Tests; *High School Equivalency Programs; Profiles; Program Descriptions; Teaching Methods; *Test Use; *Testing Problems
IDENTIFIERS- *General Educational Development Tests; Monitoring; Test Security

This document consists of the six issues of the newsletter of the General Educational Development Testing (GED) Service published during 1997. The lead articles of the six issues are, respectively: (1) "Task Force Considers Improvements to Test Center Security Rules," by Cathy Allin discusses the implementation of a monitoring team and security program for the GED tests; (2) "Resources Now in Place To Aid Victims of 'GED for Sale' Fraudmongers," is a discussion of the steps the GED Service will take to help those who have been victimized by people promising an easy GED course with passing guaranteed; (3) "More Adults Complete GED Tests; Most Plan Further Education" observes that record numbers of adults in the United States and Canada completed the GED examinations in 1996; (4/5) "Summer Conference Focuses on Present Needs, Plans for Future Tests" discusses the GED Annual Conference; and (6) "Innovative Process Matches Innovative Spanish-Language Tests to U.S. English Standard" discusses the development of Spanish-Language versions of the GED Tests. A regular feature of this newsletter profiles people who successfully earned their equivalency diplomas. All issues contain "Teaching Tips" as part of an ongoing series for instructors. These tips focus on such topics as science, mathematics, and standards for instruction, and are designed to help instructors prepare their students for the GED examinations. Other news and notes related to high school equivalency programs are included. (SLD)

Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP. Feasibility Study. Working Paper Series.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Institutional Characteristics; Models; National Surveys; Outcomes of Education; Pilot Projects; Research Methodology; *State Programs; *Student Characteristics; Tables (Data); *Testing Programs
IDENTIFIERS- Linkage; National Assessment of Educational Progress; *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) of the National Center for Education Statistics offers the most comprehensive picture available of elementary and secondary schools in the United States. The value of the SASS would be even greater if information on districts and schools could be related directly to student outcomes. A relatively inexpensive source of school-level achievement data is state assessment data. Through cooperation with the states that have such data, it is possible to develop an SASS student achievement subfile that adds an outcome dimension to the SASS and provides in-depth data for use by states in understanding the organizational factors that are associated with variation in their schools' achievement test scores. If a linkage were carried out in all possible states, state assessment data would be missing for only about one-third of the SASS public schools. To address questions about feasibility, power, accuracy, and generalizability of analyses that combine SASS data with state assessment data, a pilot study was undertaken that involved merging 1993-94 SASS data with state assessment data from selected states. Chapter 2 of this report describes the development of the pilot project, and chapter 3 presents results concerning the developed SASS student achievement measure and preliminary analyses of a model relating student achievement levels to student background characteristics and school attributes measured by the SASS. An appendix presents technical notes. (Contains 4 figures, 11 tables, and 27 references.) (SLD) accurate performance predictions. This study investigated the utility of a strategy to aid in the conceptualization of the MCC. Panelists were asked to envision the typical candidate and the MCC, and then to make item performance predictions for the typical student first and then the MCC. Results with 24 panelists predicting performance of students on a high school mathematics examination showed that the strategy resulted in significantly lower performance standards than did the traditional approach. Validity data were used to evaluate the accuracy of judgments resulting from the experimental and traditional approaches. More research is needed to clarify the utility of a concept focusing strategy on the judgmental performance standards. (Contains six references.) (Author/SLD)

ED 417 232 UD 032 170

Townsend, Tony
The Next Generation of Schools: Learning from the Past, Shaping the Present and Leading for the Future.
PUB DATE- 97
NOTE- 64p.; Keynote address presented at the Annual Conference of the Victorian Association of State Secondary Principals (Warrnambool, Victoria (Australia), August 17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; *Economic Factors; *Educational Change; Educational Improvement; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Prediction; *Social Change; State Programs; Tables (Data); Technological Advancement
IDENTIFIERS- *Australia (Victoria)

A look at changes in education and society between 1984 and 1997 in Victoria (Australia) makes possible some predictions about Victoria's educational system in 2010. A look at the past suggests that Australia is moving toward a third world economy that would see many Australians marginalized. An alternative to avoid this situation is to focus less on the production and selling of goods, and more on the production and dissemination of knowledge. Victoria has been the state to suffer the most from recent educational funding reductions over the past few years. At the same time, the Victorian state government has shown a commitment to educational change that has not been surpassed by any Australian state through its "Schools for the Future" program. In light of these contradictions, many people advocate further changes for the Victorian system, but it seems probable that the government could work with teachers and principals to encourage the acceptance of current reforms before looking for additional change. Evidence suggests that in the future technology will continue to change, government funding will continue to be a problem, and the social and employment needs of students will also continue to change. Being prepared for the future poses serious challenges for educators in Victoria. An appendix contains some scenarios for the year 2000 submitted to the State College of Victoria in response to their "Teacher Education Inquiry." (Contains 3 figures, 17 tables, and 91 references.) (SLD)

ED 417 233 UD 032 171

Townsend, Tony
Quality, Equity and Effectiveness: Critical Issues for Tomorrow's Schools.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Conference of the Australian Council for Educational Administration (Canberra, Australia, July 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Economic Factors; *Educational Change; Educational Improvement; Educational Quality; Educational Technology; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Prediction; *School Based Management; Social Change; State Programs; *Technological

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Communication (Thought Transfer); *Elementary School Students; Elementary School Teachers; Grade 5; Grade 6; Intermediate Grades; Parent Attitudes; *Parent Participation; Parents; *Student Attitudes; *Teacher Attitudes; Urban Schools
IDENTIFIERS- *Dallas Independent School District TX

Using surveys and data from the Dallas Public School District (Texas), this study examined the perceptions of parents, students, and teachers about parents' involvement in their children's education and development. In addition, academic achievement at the two study schools was examined. At one school (School A), 63 of 100 parents surveyed responded, and 63 students in grades 5 and 6 completed the student survey. At the second school (School B), 81 parents responded, as did 81 fifth and sixth graders. Teachers from both schools answered the teacher survey. Responses showed that communication between the school and parents was better at School A, and that School A also had a lower proportion of nonparticipating parents, when participation was measured by several factors, including participation in the Parent Teacher Association. Student perceptions of parental involvement often differed from the ideas parents had about their own participation, but were apt to resemble the ideas of other students. School A was considered a high performance school in terms of state and district assessments, while School B did not meet expectations. At both schools, however, teachers believed that they were reaching out to parents. These results suggest the benefits of parent involvement in the schools. Parents must be made to feel that they are the true owners of the school. Nine appendixes contain study materials, the surveys, and graphs of responses among the various constituencies. (Contains 74 references and 9 appendices.) (SLD)

ED 417 252 UD 032 193

Clayton-Pedersen, Alma R.
Diversity Opportunity Tool (DOT). Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; *College Freshmen; *Computer Assisted Instruction; Conflict Resolution; Course Content; *Cultural Awareness; Cultural Differences; Curriculum Development; *Diversity (Student); Higher Education; Interaction; *Multicultural Education; *Racial Discrimination; Student Attitudes; Videodisks
IDENTIFIERS- *Vanderbilt University TN

Vanderbilt University (Tennessee) developed the Diversity Opportunity Tool (DOT), a computer-based interactive videodisk product designed to deal with two major sources of tension and conflict among persons of different racial and ethnic groups: inappropriate behaviors that derive from ignorance and ineptitude and behaviors that are racist in origin and manifest because it is not clear what the university culture will tolerate. DOT is used both to change the behaviors of users and to demonstrate institutional norms of acceptance of racial and ethnic differences among members of the academic community. DOT

Advancement
IDENTIFIERS- *Australia (Victoria)

In recent years there have been substantial changes in the way in which education is structured, financed, and managed in Australia. The move towards more self-management in schools, is now operating in the Australian school systems. Similar changes have been occurring in other countries, spurred on, by the governments' desire to save money. In the face of these changes, school administrators in Victoria (Australia), as in most other educational systems, face three main questions: (1) what does it mean to have a quality education?; (2) how can it be ensured that all students have access to a quality education?; and (3) how can educators ensure that all students experience success? All of these questions were raised in light of educational decentralization. Another major uncertainty educators face is the impact of technological change. Clearly, students from a school with no computing facilities are at a disadvantage, which is bound to increase. The increasing impact of technology means that a major issue for administrators over the next few years is to focus on the school as currently structured and to make some predictions about where it might be going. These predictions are to be made on the basis of evidence and not emotion. The speed of change in education is now approaching the speed of change in everything else, and school administrators have not yet been given the skills they need to deal with the rapid changes on the educational front. (Contains 1 table and 38 references.) (SLD)

ED 417 234   UD 032 172

Townsend, Tony
Rhetoric, Reality and Resources: The New 3R's for Victoria's "Schools of the Future."
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual International Congress for School Effectiveness and Improvement (10th, Memphis, TN, January 5-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Economic Factors; *Educational Change; Educational Improvement; Educational Quality; Educational Technology; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Prediction; *School Based Management; Social Change; State Programs; *Technological Advancement
IDENTIFIERS- *Australia (Victoria)

The new government of the state of Victoria (Australia) announced its "Schools of the Future" program in 1993. The emphasis on the role of the community in education and self-management by schools seemed promising for the quality of education in the state, but after 3 years of implementation, the reality does not match the rhetoric of this reform. A major assertion of "Schools of the Future" was that quality education can only be assured when decision making takes place at the local level. In a very short time, the educational system in Victoria has implemented self-managing schools and introduced computer technology into administration and teaching. The Victorian government has shown a commitment to educational change unsurpassed by any other Australian educational system. Many of the changes have been well-accepted by local administrators, but two main issues remain to be resolved. One is the level of resources provided to schools and the other is the level of illustrates authentic stories that show racial discrimination and responses to them that lend themselves to conflict resolution. This report focuses on the process by which DOT was developed, disseminated, and evaluated. Students in a course associated with the project worked to develop the videodisk, which was pilot tested with about 50 freshmen. Following an introduction, the second section of this report presents information on the conduct and content of that course. The third section focuses on efforts to disseminate DOT, and the fourth section deals with the evaluation of DOT at Vanderbilt and other campuses. The fifth and final section presents a summary of lessons learned and recommendations for future research and development. Because of problems with data collection, the planned evaluation did not demonstrate the effectiveness of DOT empirically, but it laid the foundation for further research. Seven appendixes contain materials for the course, the research study, and an outline of the evaluation effort. (Contains 7 appendices.) (SLD)

ED 417 253 UD 032 194

Mattai, P. Rudy
Project RICE (Responsive Inner City Education).
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Elementary School Teachers; Elementary Secondary Education; Inner City; *Inservice Teacher Education; *Minority Groups; Program Evaluation; *Racial Differences; Teacher Expectations of Students; *Teaching Methods; Urban Schools; *Urban Teaching
IDENTIFIERS- Buffalo Public Schools NY

Project RICE (Responsive Inner City Education) prepared a cadre of 36 teachers drawn from majority and minority populations in 3 inner-city schools in Buffalo (New York) to complement mastery of subject matter with appropriate pedagogical styles. The project was designed to test the hypothesis that minority students in inner-city schools do not need to be taught by teachers of the same race, ethnicity, or gender to become academically successful. Through inservice and summer workshops, teachers were exposed to the pre-eminence of alienation among the complex factors that largely account for the poor academic performance of minority inner-city students. Preliminary evaluation data from classes of 24 teachers who participated for at least 1 year suggest that teachers who participated in Project RICE tended to be more effective with such students regardless of the racial background of the teacher. Students taught by Project RICE participants displayed significant positive changes in their attendance and achievement in school as well as in their attitudes toward learning. One clear lesson from Project RICE was that different schools have different cultures that affect the ways teachers teach. Another was that majority teachers working with minority students need a nurturing environment to encourage them to approach issues of culturally relevant pedagogy. Projects of this sort need to be expanded to larger institutional objectives to ensure their continuing relevance. It is also suggested that projects of this type give higher education faculty an entree into the school system that is beneficial to bureaucratic interference with which schools and principals have had to deal. These questions must be resolved for the future of schools in Victoria, and educators must prepare for additional change to meet the needs of Victoria's students for a quality education in the future. The role of technology in education and society and adapting to the pace of change are issues that cannot be ignored. (Contains 58 references.) (SLD)

ED 417 235 UD 032 173

Townsend, Tony
The Next Generation of Schools: Getting There from Where We Are Now.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Adelaide, Australia, February 20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Economic Factors; *Educational Change; Educational Improvement; Educational Quality; Educational Technology; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Prediction; *School Based Management; Social Change; State Programs; *Technological Advancement
IDENTIFIERS- *Australia (Victoria)

In Australia, the move toward decentralization of education seems to have gained momentum. This is particularly true in Victoria, where the government's "Schools of the Future" program declared the importance of local community control of schools. Recent research, however, indicates that after 3 years, the reality of this reform effort does not match its rhetoric. International educational research seems to support school self-management when it indicates that school-based decision making encourages the local community to become more involved in schools. In Victoria, the government has shown a strong commitment to educational change and has implemented reforms that have been largely accepted by local educators. However, a number of problems remain. For one thing, there is some evidence that new teacher responsibilities described in "Schools of the Future" may work against improved quality of teaching as teachers have less and less time. While a number of positive effects have emerged from Victoria's reforms, two problem areas that remain are the allocation of resources to the schools and the level of bureaucratic interference. Other social changes, especially the increasing impact of technology, are having, and will continue to have, enormous impacts on Victoria's schools. The schools at present are responding to this change. If reform can be considered as continuous improvement rather than overcoming the deficiencies of the past, the future might be viewed more positively. A close scrutiny of what quality education means must be undertaken, and it must include consideration of the role of technology in the schools of the future. The mandated responsibilities of the government must be balanced with the hopes and aspirations of local communities. (Contains 50 references.) (SLD)

ED 417 236 UD 032 174

Townsend, Tony
Third World or Third Millennium? Education and the Economy in Australia.

both levels of the educational system if conscious efforts are made to conduct most activities in the school system. Three appendixes present data on two of the three participating schools (one high school and one elementary school), the RICE evaluation instruments, and a bibliography of 32 sources. Attachments include press releases and an article by Douglas R. Cochrane, P. Rudy Mattai, and Barbara Huddleston-Mattai titled "Non-College Bound Urban Minority Youth: Issues of Transition." (SLD)

ED 417 254 UD 032 199

Suleiman, Mahmoud F.
A Balanced Formula for Math and Science Education in Diverse Settings.
PUB DATE- 97
NOTE- 21p.; Portions of this paper presented at the National Association for Multicultural Education Conference (Albuquerque, NM, October 29-November 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Equal Education; *Mathematics Instruction; Minority Groups; *Multicultural Education; *Science Instruction; Student Characteristics; Teacher Education

Within the framework of social reconstructivism and multicultural education, this paper explores issues of teaching mathematics, and to a lesser degree, science, to provide the best equitable education for all students. Today's classrooms are increasingly multicultural, and students bring to their classrooms rich personal, social, intellectual, and educational experiences that teachers must use. Optimizing learning for all students in mathematics classrooms can be achieved through creating multiple learning opportunities for all students as their differences are valued and celebrated. Orientations toward math learning should be both integrative and instrumental, being integrative in the sense that math is a crucial part of education and instrumental in that math is a useful tool for almost all aspects of life. In mathematics and science classrooms today, one can hardly see any sensitivity to students from diverse cultural backgrounds. Instructional techniques largely ignore the minority child because of incongruence between learning characteristics and teaching methods. Mathematics teachers should know and appreciate different math experiences and the contributions of minorities and other ethnic groups in American society. They should develop a thorough understanding of the educational implications of diversity in mathematics education and the diversity of their students. To prepare all students for their civic functions, mathematics and science educational programs should: (1) provide resources consistent with the social and educational demands of the global technological society; (2) motivate all students to learn mathematics; (3) highlight the contributions of all cultures in the area of mathematics and science; (4) create compatible teaching methods to accommodate the unique learning styles of students of mathematics; and (5) prepare teachers of mathematics to respond effectively to the cultural and linguistic variables affecting the acquisition of mathematics. (Contains 38 references.) (SLD)

ED 417 255 UD 032 200

PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Conference of the International Congress for School Effectiveness and Improvement (Manchester, England, January 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Economic Factors; *Educational Change; Educational Quality; Educational Technology; *Elementary Secondary Education; Equal Education; Foreign Countries; Futures (of Society); Prediction; Resource Allocation; *School Based Management; Social Change; State Programs; Tables (Data); *Technological Advancement
IDENTIFIERS- *Australia (Victoria); *Third World

The international trend toward the devolution of many decisions and responsibilities for managing schools to the schools themselves is a powerful influence changing the understanding of educational leadership. This trend is also apparent in Australia, where there has been substantial change in the way schools are structured, financed, and managed. In Victoria, the school reform initiative "Schools for the Future" is being replaced by an effort called "Schools of the Third Millennium." Along with decentralization has come concern about the managing of resources for education. Resource allocation has two central concerns, efficiency and equity. Both are essential when Australian schools face, as do schools of other countries, great problems in adapting to the technological changes of the future. The dominant theme for restructuring education is to make individuals, and therefore their countries, more competitive in the global economy. In both population and economic terms Australia is a small nation, not competitive in many areas. To avoid a situation in which much of the population works for Third World wages, Australia must shift from a concentration on manufacturing and selling goods to producing and disseminating knowledge. High technology is the wave of the future, and Australia, must use its educational system to prepare its citizens for increasing technological change. Promoting the Third Millennium rather than the Third World is what is needed to make Australian schools effective. (Contains 8 tables and 27 references.) (SLD)

ED 417 237 UD 032 175

Townsend, Tony
Supporting All Students for Success: An Australian Design.
PUB DATE- 98
NOTE- 15p.; Paper presented at the National Centre for Education and the Economy Conference (San Diego, CA, January 10-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Decentralization; Economic Factors; *Educational Change; Educational Improvement; Educational Quality; Educational Technology; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Prediction; *School Based Management; Social Change; State Programs; *Technological Advancement
IDENTIFIERS- *Australia (Victoria)

In recent years there has been a substantial change in the way education is structured, financed, and managed in Australia. The move toward more self-management is now a feature of all Australian systems. In the state of Victoria, current

Cote-Bonanno, Joanne F.; Bernstein, Joan D.; Doremus, Marjorie; Fallon, Melissa; Wojtowicz, Gail
Gender Equity in New Jersey. Secondary and Adult Enrollment in Vocational Education Programs and Single Parent and Equity Projects.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adults; *Enrollment; *Equal Opportunities (Jobs); Federal Legislation; Females; Nontraditional Occupations; Program Descriptions; *Secondary Education; Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; *Single Parents

This report provides an overview of programs and services in New Jersey for single parents and displaced homemakers. The first section contains a 3-year comparison of secondary and adult female and male occupational enrollment by cluster and gender. It shows enrollment patterns in selected program areas and highlights the occupational clusters where enrollment has shifted from the traditional to the nontraditional. Data come from the New Jersey Department of Education, Office of School-to-Work Initiatives. Nontraditional programs are defined as enrollment dominated by 75% or more of one gender. A trend toward gender balance in enrollments is exhibited in business management and administrative services (secondary school and adult education), computer and information sciences (secondary), marketing and distribution (secondary), personal and miscellaneous services (secondary), and vocational home economics (secondary). An enrollment summary for the years 1994-1996 is included as an appendix. Section II contains a profile of single parents and displaced homemakers and sex equity programs funded through the Carl D. Perkins Vocational Applied Technology Education Act sex equity set-aside. This section summarizes demographic data on those receiving services and highlights program outcomes. Section III contains findings from a followup survey for Perkins-funded single parent and displaced homemaker programs in New Jersey from 1995 and 1996. This study resulted in recommendations so that these programs can help participants achieve long-term economic self-sufficiency. (Contains 20 graphs.) (SLD)

ED 417 256 UD 032 201

Participants in New Beginnings and Career Equity Programs Gain Knowledge and Equitable Attitudes. Evaluation Report, Program Year 1997.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adults; Attitude Change; *Equal Opportunities (Jobs); Federal Legislation; *Job Training; Mathematics Anxiety; Nontraditional Occupations; Program Evaluation; Secondary Education; Self Esteem; *Sex Fairness; Sex Role; Standards; State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; *Single Parents

Occupational and sex equity programs administered by the New Jersey Department of Education, Office of Bilingual Education and Equity Issues, and funded through the Carl D. Perkins decentralization has been a way to generate improved student outcomes, of a way to reduce the amount of government money spent on education. The "Schools of the Future" program initiated in Victoria has pushed self-management farther than most large school systems, with frameworks for local responsibilities for curricula, staffing, school funding, and local accountability. However, there is little evidence that the self-managing school is resulting in student attainment across the whole system. As it has become obvious that the "Schools of the Future" program was not the final model required to ensure both equity and effectiveness in Victoria's schools, the search for improvement has moved on with the "Schools of the Third Millennium" initiative. The areas of concentration for this program are the innovative use of multimedia in education, school autonomy, and quality management. This effort will push school self-management, within a government system, to its logical limit. A core of state-mandated requirements for all students and local curricula based on the needs of local students will be integral to Victoria's future schools. (Contains 27 references.) (SLD)

ED 417 238 UD 032 176

Townsend, Tony
Decentralising Education and Improving Student Outcomes: Implications of the International Research for Developing Countries.
PUB DATE- 96
NOTE- 13p.; Paper presented at the UNESCO-ACEID International Conference Re-engineering Education for Change: Education Innovation for Development (2nd, Bangkok, Thailand, December 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Decentralization; Economic Factors; *Educational Change; Educational Improvement; Educational Research; Educational Technology; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); International Education; *Outcomes of Education; *School Based Management; Social Change
IDENTIFIERS- *Australia (Victoria)

In Australia as in many other countries, the idea of decentralization of education is an idea being widely adopted. However, it is not clear whether this has resulted in improved student achievement. A review of international research on decentralization provides clear indications that it cannot be asserted that a decentralized system, in itself, makes any difference to the quality of student teaching and learning. One reason there is little evidence in support of decentralization is that school-based management, as the logical endpoint of decentralization, is a relatively new phenomenon. There has not yet been a single group of students who have progressed all the way through a self-managing school. Nor have the school systems that have decentralized developed research agenda to study the issue. It will be difficult to study the effects of decentralization when evidence about the effects of the old centralized system is not available. Countries that institute a decentralized system need to be prepared to study it carefully, and to focus on the improvement of education rather than the repair of the old system. (Contains 32 references.) (SLD)

Vocational and Applied Technology Education Act were evaluated. Participants in single-parent and sex equity programs completed a series of pretests and posttests that measured changed in knowledge and attitudes resulting from their experience with these programs. The four tests participants completed were: (1) the Sex Role Survey, a modified version of the instrument developed by MacDonald (1976), taken by 499 subjects; (2) the Coopersmith Self-Esteem Inventory (S. Coopersmith, 1993), taken by 468 subjects; (3) the Gender Equity Standards Test developed for use in evaluating New Jersey's programs, taken by 1,061 participants; and (4) the Mathematics Anxiety Ratings Scale-Elementary (MARS-e) (R. Suinn and R. Edwards, 1982), taken by 485 subjects. Numbers and characteristics of participants vary, depending on enrollment, attendance, and reporting deadlines, but participants were generally female (85 to 95 %) and parents (94 to 95%). About 43% were Black, 37 to 39% Caucasian, and 12 to 14%, Hispanic. Sex Role Survey results reflected a significant change toward more equitable attitudes for all participants combined, and especially for younger participants. Significantly higher posttest scores on the Coopersmith Self Esteem Inventory indicate higher self esteem for all participants combined and for several categories of participants. The knowledge of gender equity standards increased significantly for all participants combined and for those in several racial categories and of all ages. MARS-e results indicate decreased mathematics anxiety for all participants combined. Evaluation results clearly demonstrate the success of the Perkins Act sex equity set aside programs in removing barriers to high wage employment opportunities for women. (Contains 8 figures and 44 references.) (SLD)

ED 417 257 UD 032 202

Heaviside, Sheila; Rowand, Cassandra; Williams, Catrina; Farris, Elizabeth
Violence and Discipline Problems in U.S. Public Schools: 1996-97.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Crime; Discipline Policy; *Discipline Problems; Elementary Secondary Education; Federal Legislation; Incidence; National Surveys; *Principals; *Public Schools; *School Safety; Tables (Data); *Violence
IDENTIFIERS- Fast Response Survey System

Under a Congressional mandate, the National Center for Education Statistics (NCES) is required to collect data on the frequency, seriousness, and incidence of violence in elementary and secondary schools. The NCES responded to this requirement by commissioning a survey, the Principal/School Disciplinarian Survey on School Violence, the results of which are detailed in this report. The school violence survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in the 50 states and the District of Columbia in the spring and summer of 1997. The survey requested information on: (1) the incidence of crime and violence in the public schools; (2) principals' (or school disciplinarians') perceptions about discipline issues; (3) types of disciplinary actions schools took; and (4) security and violence prevention measures in the schools. More than half of U.S. public schools reported experiencing at least one crime

ED 417 239 UD 032 178

Improving Educational Opportunities for Low-Income Children. Hearing on Examining Proposals to Improve Educational Opportunities for Low-Income Children, Including Provisions of S. 847, to Provide Scholarship Assistance for District of Columbia Elementary and Secondary School Students, Hearing of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Government Role; *Low Income Groups; Scholarships; *School Choice; *Urban Youth
IDENTIFIERS- *District of Columbia; Senate

The Senate Committee on Labor and Human Resources met to hear two panels of witnesses discuss improving educational opportunities for low-income children, including provisions of Senate 847, to provide scholarship assistance for District of Columbia elementary and secondary school students. Opening remarks by Senators Coats, Lieberman, Reed, and Hutchinson set the stage for the discussion of educational improvement for low-income children and a discussion of school choice for urban students. The first panel of four witnesses included Howard Fuller (Institute for the Transformation of Learning, Marquette University), Pam Ballard (mother of urban students), Alieze Stallworth (teacher in the District of Columbia schools and parent), and Barbara S. Lewis (representative of a group supporting school choice and urban parent). With the exception of Ms. Stallworth, these panelists supported various forms of choice for urban schools. Ms. Stallworth argued that the issue was one of excellence in education for all students. The second panel included Glenn Lewis (State representative from Texas), Alex Molnar (professor of education), Paul Perseon (college professor), Zakiya Courtney (Parents for School Choice), and Dolores Fridge (Minnesota State Commissioner of Human Rights). These panelists discussed school choice programs currently operating. The prepared statements of panelists and supplemental materials are included. (SLD)

ED 417 240 UD 032 180

Crowley, Carolyn L.; Lavery, Barbara; Siegel, Alexander W.; Cousins, Jennifer H.
Moving beyond Labels: Approaching Gang Involvement through Behavior.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Washington, DC, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Patterns; Delinquency; *High School Students; High Schools; Intervention; *Juvenile Gangs; *Participation; Program Development; *Risk; Urban Youth

This study examined the specific nature of the relationship between involvement in various risk-taking behaviors and levels of gang involvement. Forty-nine high school students, 24 girls and 25 boys, ages 14 to 18, from a rural Texas community, completed a gang involvement questionnaire and the Risk incident in the school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during the school year. Crime and violence were more of a problem in middle and high schools than in elementary schools. Middle and high schools were more likely to report that they had experienced one or more incidents of any crime and one or more incidents of serious violent crime than elementary schools. Most public schools reported having zero tolerance policies towards serious student offenses, and most schools reported that they used low levels of security measures to prevent violence. Most schools reported having formal school violence prevention programs. An appendix contains the survey questionnaire. (Contains 12 figures, 32 tables.) (SLD)

ED 417 258 UD 032 203

Charting the Right Course: A Report on Urban Student Achievement and Course-Taking.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; *Core Curriculum; *Course Selection (Students); Ethnicity; *High School Graduates; High Schools; Minority Groups; School District Wealth; Sex Differences; Urban Schools; *Urban Youth
IDENTIFIERS- *ACT Assessment; Council of Great City Schools

This report seeks to answer the question whether improving the course-taking choices of urban school students can close the achievement gap between urban students and students nationally. It examines ACT Assessment scores for June 1997 high school graduates from school districts that are members of the Council of the Great City Schools. The specific focus is the impact of student course preparation, course-taking sequence, school district wealth, student ethnicity, and gender on ACT Assessment Program results of students in America's major urban public school systems. Findings show that urban students who take the core courses recommended by the ACT tend to earn higher scores on the ACT Assessment for college admissions than those who do not take college preparatory courses. The achievement gap between urban students and others can be significantly reduced, but is not eliminated when urban students take the core courses in all subjects. The gap narrows when the ACT scores of students taking rigorous courses are compared with the national average, but the gap widens again when rigorous course takers from urban areas are compared to rigorous course takers nationally. Ten percent of Council member districts (five districts) attained average ACT Assessment composite scores at or above the ACT national average. Students attending wealthier urban districts with relatively small Title I populations attain significantly higher ACT Assessment composite scores than students in districts with larger Title I populations. An appendix lists the member districts of the Council of the Great City Schools and the numbers of ACT Assessment takers in each. (Contains 10 figures and 4 tables.) (SLD)

ED 417 259 UD 032 204

Wittenberg, Erica; Parker, Jim
Drug Proofing the Family: A Handbook for Parents. A Do It Now Publication.

Inventory and Perception Scale during individual interviews. They were rated as high, medium, and low for gang involvement. Four patterns of involvement in risk-taking behaviors were identified based on levels of gang involvement: (1) students who were both moderate and high for gang involvement reported more involvement in risk-taking behavior than those who were low for gang involvement; (2) moderately gang involved adolescents reported significantly different levels of involvement in risk-taking behaviors than adolescents who were either uninvolved or highly involved; (3) highly gang involved adolescents reported more involvement than both uninvolved and moderately involved adolescents; and (4) there were no differences between levels of gang involvement for some risk-taking behaviors (e.g. breaking curfew). These results suggest that the identification of gang involved adolescents and the development of intervention programs would benefit from a more complete understanding of the behavioral concomitants of gang involvement. (Contains 4 figures, 2 tables, and 12 references.) (Author/SLD)

ED 417 241 UD 032 181

Kellermann, Arthur L.; Fuqua-Whitley, Dawna S.; Rivara, Frederick P.
Preventing Youth Violence. A Summary of Program Evaluations. Urban Health Initiative Monograph Series, Monograph 1.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Drug Education; *Early Intervention; Literacy Education; Mentors; *Prevention; Program Descriptions; Program Effectiveness; *Program Evaluation; *School Safety; Secondary Education; Tutorial Programs; Urban Youth; *Violence
IDENTIFIERS- Guns

This summary explaining the results of evaluations of programs to prevent youth violence is an attempt to fill the gap in information about what works and what does not. An effort is made to place the problem of youth violence in perspective, using information largely taken from Bureau of Justice statistics. The existing programs are divided into three groups: those that have been evaluated and found to be effective; those that have yielded disappointing or mixed results; and those that are promising, but have not been evaluated. In the first category are programs for the prevention of unintended pregnancy and infancy and early childhood interventions that include a variety of approaches, such as home visits , various types of family therapy, programs for children, and innovative policing. The category for less effective programs includes a number of individual-level interventions, including some mentoring programs, peer counseling, drug education, and vocational and employment programs. Also grouped with the less effective programs are some community-level interventions, including neighborhood cleanups and gun buybacks. Strategies that appear promising, but have not been tested include: (1) family literacy programs; (2) firearm safety training; (3) disrupting gun trafficking to youth; and (4) support groups for victims. This review is extensive, but not exhaustive. New programs are being developed every day, and these new approaches deserve careful evaluation. A list of 10 "must read" citations is provided, along with an extensive bibliography. (Contains 104 references.) (SLD)

PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drug Education; *Drug Use; Elementary Secondary Education; *Family Characteristics; Parent Child Relationship; *Parent Role; Role Models; *Values

Questions about drug use are complex, and answers are not easy either. What parents ultimately choose as the best direction for their family should depend on the ages of the children, their personal values, and the kinds of relationships they have with their children. There are a number of alternatives parents can choose. This book presents a variety of ideas and strategies for parents so that they can choose the approach to drugs that best fits their families. A parent has the right to uphold his or her values, and has the final decision about rules. The parent should not try to win a courtroom-style debate over the facts about drugs with children. Household values should be stated, and rules made consistent with them. This message is stated in the first two chapters of this book, "Choices" and "Facts & Values." Chapter 3 discusses "Kids & Drugs," reviewing common patterns of drug use. "Family Values," Chapter 4 considers why kids experiment and how to be a positive role model. Chapter 5, "Red Flags," discusses markers of drug use at various ages, including young adult. "Drugs Today," Chapter 6, reviews facts about drugs in common use in the United States. Chapter 7, "Starting Points," emphasizes that any approach to drug use involves a shifting and complex web of factors, and that a big commitment is required. "Connections" lists five print resources and three Web sites for further information. (SLD)

ED 417 260 UD 032 207

Cultural Bias in Education videotape .
PUB DATE- 92
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Academic Achievement; Cultural Awareness; *Cultural Differences; *Early Childhood Education; Ethnic Groups; *Hispanic Americans; *Social Bias; Standardized Tests; Videotape Recordings
IDENTIFIERS- *Latinos

This video presentation (28 minutes, in color) examines roadblocks to Latino academic advancement as well as productive educational models; explores the relationship of standardized testing and cultural diversity and questions whether cultural bias can be eliminated from standardized testing; and looks at early childhood education programs and the factors that deter Latino families from participating in them. (Author)

ED 417 261 UD 032 208

Hill, Paul T.; Pierce, Lawrence C.; Guthrie, James W.
Reinventing Public Education: How Contracting Can Transform America's Schools. A Rand Research Study.
PUB DATE- 97
NOTE- 257p.

ED 417 242 UD 032 182

Ethiel, Nancy, Ed.
Saving Our Children: Can Youth Violence Be Prevented? An Interdisciplinary Conference (Wheaton, IL, May 20-22, 1996).
SPONS. AGENCY- McCormick Tribune Foundation, Chicago, IL.
PUB DATE- 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conferences; *Cost Effectiveness; High Schools; Inner City; Junior High Schools; Males; Minority Groups; *Prevention; Program Effectiveness; Program Evaluation; Sex Role; Social Problems; *Urban Youth; *Violence

Recognizing that violence is demographically concentrated in the male minority in inner cities is a necessary starting point for discussions of how to combat this violence. A conference on the prevention of youth violence was held in May 1996 to throw light on the problem of youth violence directly and specifically. Participants in this conference wanted to focus on prevention rather than enforcement, although there was no intent to disparage the importance of traditional law enforcement. The conference report in this volume begins by detailing trends in youth violence and the social conditions that underlie it. Then presentations that are reviewed evaluates the cost-effectiveness of specific programs to reduce violence and presentations that discussed personal experiences in implementing programs. The following sections summarize the messages of various conference presenters and participants: (1) "Can We Prevent Youth Violence?"; (2) "The Situation"; (3) "Evaluating Programs Intended To Reduce Youth Violence"; (4) "Early Intervention: A Cure for Violence?"; (5) "Making a Differance in Junior High and High Schools"; (6) "Police-Based Programs"; (7) "Is Looking for Workable Programs Missing a Broader Point?"; (8) "When Can Good Programs Be Replicated and Expanded?"; and (9) "What Has a Real Prospect of Reducing Youth Violence." Appendix A discusses attitudes toward marriage and gender as they affect youth violence. Appendix B contains "There Are No Children Here" by Alex Kotlowitz. A listing of the nine papers presented at the conference is attached. (Contains 30 figures.) (SLD)

ED 417 243 UD 032 183

Loury, Linda Datcher
Religiosity and Schooling.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitudes; *Educational Attainment; *High School Students; High Schools; Higher Education; *Low Income Groups; Participation; *Racial Differences; *Religious Cultural Groups
IDENTIFIERS- High School and Beyond (NCES); High School Sophomores; *Religiosity; *Social Capital

This paper examines the effect of a particular type of social capital, that associated with religiosity, on total years of schooling. Past work on these effects has been limited to a study of the differences between denominations. This paper uses data from the High School and Beyond Sophomore Cohort, a nationally representative sample of 1980 high school sophomores

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accountability; *Board of Education Role; Boards of Education; *Contracts; Educational Administration; *Educational Change; Educational Finance; Elementary Secondary Education; Financial Support; *Privatization; *Public Schools; *School Choice; Urban Schools
IDENTIFIERS- Reform Efforts

This book proposes a new form of school governance based on contracting and family choice. Under the proposed plan, all public schools would operate under contracts that define each school's mission, its guarantee of public funding, and its grounds for accountability. The contracts would have two parties--the local school board and the individual school. A local school board would be party to many contracts, and contracts with schools that did not do well could be terminated. This form of contracting would redefine the public school by extending the charter concept to the entire school system. Contract schools would be different from one another, offering different instructional methods and extracurricular activities. School boards would no longer have the authority to run schools directly or to create systems that exhaustively constrain what schools can do. The board would define the need for particular types of schools. Schools would be evaluated based on state or local student performance standards. Teachers' unions would act as hiring halls for schools in search of teachers, and unions might even have full management authority for certain schools. Part I presents the case for contract schools, and Part II discusses implementing a contract school system. The following chapters are included: (1) "Preserving Public Education"; (2) "A Critique of the Current Public School System"; (3) "A Contract School Strategy"; (4) "Contracting and Other Reform Proposals"; (5) "How A Contract Strategy Would Work"; (6) "Paying for Contract Schools"; and (7) "Politics, Leadership, and Transition Strategies." Appendices describe two hypothetical contract schools, present a primer on school finance systems, and answer some questions about contract schools. (Contains 135 references.) (SLD)

ED 417 262 UD 032 209

Jason, Leonard A.; Weine, Andrew M.; Johnson, Joseph H.; Warren-Sohlberg, Luann; Filippelli, Laura Ann; Turner, Elizabeth Y.; Lardon, Cecile
Helping Transfer Students: Strategies for Educational and Social Readjustment. A Joint Publication in the Jossey-Bass Social and Behavioral Science Series and the Jossey-Bass Education Series.
PUB DATE- 92
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment Counselors; *Behavior Problems; Catholic Schools; Coping; *Disadvantaged Youth; Elementary Secondary Education; Life Events; Program Implementation; Stress Management; *Student Adjustment; Student Mobility; *Transfer Students; *Tutorial Programs; *Urban Schools

Every year, approximately six million children transfer to new schools, leaving them vulnerable to social, behavioral, and academic problems. This book provides a look at this stressful from 984 high schools. The original study and followup in 1982 and 1986 included questions about participation in church activities and schooling. Findings show that church attendance and the importance of religion in one's life have large and significant effects on schooling that are not captured by differences in denomination. The size of the effect is comparable to substantial increases in family background measures, such as a father's schooling. The impact of estimated effects of religiosity are slightly higher for blacks than whites, and for women is compared to men. Results suggest that previous work has greatly understated the overall role of religiosity on schooling. This also implies that omitting nonmonetary characteristics of background such as religiosity overstates the relative importance of structural and financial barriers or advantages, and that a potentially fruitful source of improvement in the lives of low-income populations is through church and other religious activities. (SLD)

ED 417 244 UD 032 185

Flannery, Daniel, J.
Improving School Violence Prevention Programs through Meaningful Evaluation. ERIC/CUE Digest Number 132.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.; Based on "School Violence: Risk, Preventive Intervention, and Policy" by Daniel J. Flannery; see ED 416 272.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Formative Evaluation; *Policy Formation; *Prevention; Program Effectiveness; *Program Evaluation; Resource Allocation; Summative Evaluation; *Urban Youth; *Violence

There are a great many types of violence prevention programs in schools, and many are demonstrating signs of success. Funders will not provide resources for programs, nor will schools know how to choose them, unless quality evaluation data are available to show their effectiveness and promise. Resources to conduct a meaningful evaluation are often lacking, but evaluation can inform the implementation of a program, enable a school to demonstrate the value of the program, and influence the formation and implementation of social policy. Four basic types of evaluation can be integrated into the existing structure of most schools and programs. The first is needs assessment, or formative evaluation, which helps the school determine its needs regarding a violence prevention program. Examples of types of needs assessment are given. The second type of evaluation is called outcome evaluation. It answers the question of what has changed because of the intervention. A third type of evaluation is a process evaluation, which attempts to address the questions of what works best and why it works. The last type of basic evaluation is cost-benefit analysis, which addresses questions of cost effectiveness. In any evaluation, there are three basic strategies for collecting information about program effectiveness. These are: (1) collection of outcome data before the intervention is implemented; (2) assessment, whenever possible, of a comparison group of students, classes, or schools, not exposed to the intervention; and (3) random assignment of students to and frequent life event for children, and offers practical strategies for easing the transition and helping children adjust to new environments. Research has indicated that students most at risk from transfer are those from low socioeconomic status, such as urban students, who are subject to multiple life stressors. Part One integrates theory and practice based on school transition, educational, developmental, and community psychology literatures. Chapter One introduces the phenomenon of school transfer and describes the School Transition Project (STP), reviewing its goals, methods, and participants. The STP was implemented in some Chicago (Illinois) Catholic elementary schools. Chapter Two elaborates on how children cope with stress, and Chapter Three explores sources of support at the time of school transfer. Chapter Four examines why children transfer from one school to another. Part Two explores the facets of the STP. Chapter Five lays a theoretical foundation for understanding and preventing school transfer problems. Chapter Six describes the STP in greater detail, focusing on its School Tutoring Program and School and Home Tutoring Program. Chapter Seven discusses barriers to implementing the STP. Chapter Eight explains how schools can involve parents in assisting transfer students, and Chapter Nine talks about the effects of school environment. Chapter Ten relates results of studies of the STP. Part Three attempts to envision the futures of children who transfer between schools. Ten "Resources" contain sample materials from the STP. (Contains 7 figures and 315 references.) (SLD)

ED 417 263 UD 032 211

Holland, Holly
Making Change: Three Educators Join the Battle for Better Schools.
PUB DATE- 98
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; *Principals; *Public Schools; School Restructuring; State Legislation; *State Programs; *Superintendents
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Reform Efforts

In 1990, in response to court orders, Kentucky took the unprecedented step of throwing out the state's entire public educational system. Using outside consultants, they fashioned a model for education reform that many experts have hailed as the best in the United States. The Kentucky Education Reform Act (KERA) has become a beacon of hope for a nation working to revitalize its classrooms. The progress of school reform in Kentucky is traced through the experiences of a superintendent, a principal, and a teacher in the Henderson County public schools. These protagonists were all activists who believed in the reform effort and dedicated themselves to it. Their experiences illustrate one of the more sobering lessons of school reform efforts. Even with real commitment and hard work, achieving broad-based reform is nearly impossible. In Kentucky, opponents of school reform began to make headway in 1994. Although they did not change the focus of the educational reform law, they continued challenging the state's goal to help all students achieve at high levels, arguing that such efforts would weaken the curriculum. The KERA was hailed throughout the United States, but it didn't inspire such great enthusiasm at home, where most people thought that the schools were already treatment groups or controls. A comprehensive evaluation program is a major component of those violence prevention programs that have been shown to be successful. (Contains 17 references.) (SLD)

ED 417 245 UD 032 186

Green, Charles A.
The Extended School Year Program Consolidated Report: Achievement Test Scores and Survey Findings.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Elementary School Students; Elementary Secondary Education; *Extended School Year; High School Students; Parent Attitudes; Program Evaluation; Public Schools; *Student Attitudes; Summer Schools; Surveys; Tables (Data); *Teacher Attitudes; Time Factors (Learning); *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI; Michigan Educational Assessment Program

The Extended School Year Program of the Detroit (Michigan) public schools was designed to demonstrate that lengthening the school year would produce corresponding changes in student achievement as measured by the Michigan Educational Assessment Program and the Metropolitan Achievement Test. The Extended School Year was a 3-year summer program beginning in the summer of 1995 and concluding in the summer of 1997. Elementary, middle, and high schools participated. The primary feature of the program was the addition of 15 days of instruction that meet the same purposes as the regular school year instructional program. An evaluation was conducted to collect and analyze information related to what is needed to extend the school year, and achievement data were analyzed to assess program effect. This summary presents some evaluation findings, including those from staff, student, and parent surveys. Achievement test results suggested a positive effect on scores for Grade 4. Survey data collected from teachers in all 3 summers in 16 program schools indicate a decrease in teacher support for, and belief in, the program. Approximately three-fourths of students and parents believed that the program increased students' skills. However, while 77% of parents indicated that they would like to see the program continue, 78% of students indicated that they were not happy with the program. Recommendations for program improvement are included; these center on better communication of program goals and greater involvement of parents.

ED 417 246 UD 032 187

Syropoulos, Mike
Evaluation of the 1996-97 Ninth Grade Restructuring Program. Area A.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Testing.
PUB DATE- 97
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout

doing enough. The experiences of these educators demonstrate that reform is only possible when the people want it. Real change is only possible when the citizens believe in its necessity and possibility. (Contains 71 references.) (SLD)

ED 417 264   UD 032 212

Winters, Wendy Glasgow
African American Mothers and Urban Schools: The Power of Participation.
PUB DATE- 93
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Achievement; *Alienation; *Blacks; Disadvantaged Youth; Educational Improvement; Educational Objectives; Elementary Secondary Education; Empowerment; *Mothers; *Parent Participation; Parent School Relationship; *Urban Schools; Urban Youth
IDENTIFIERS- African Americans

This book explores parental participation in the public schools as an opportunity for personal growth and empowerment and as a source of support for educational goals and needed resources. The first chapter explores developmental, psychological, and sociological theories that deal with human potential and how this is related to participation, especially for African Americans. The meaning of competence for African Americans is explored in the context of a legacy of racism and second class citizenship. The complexity and promise of participation are considered in Chapter 2. Also reviewed are the expectations of schools regarding parent participation and the effects of social change on attitudes toward participation. Chapter 3 discusses the relevance of the construct of alienation and its dimensions for African Americans. The influence of sociocultural factors is explored, and a parent-school activity index is presented to explore the belief that a sense of alienation was reduced among mothers who actively participated in their children's schools. Chapter 4 describes the process of developing this index. In Chapter 5, an evaluation of parents-as-consumers undertaken in a particular urban school in New Haven (Connecticut) is described, focusing on the selection and training of 10 parent participants, and their contribution to developing and using the questionnaire. In 1987, the study of participation and alienation was replicated in Milwaukee (Wisconsin), and these results are considered in Chapter 6, which also explores the influence of educational status and other demographic variables on the relationship between participation and a mother's sense of alienation. Chapter 7 highlights the sense of personal power that comes with participation, noting the implications for strengthening African American families and all of society. Appendices present the alienation response items and a discussion of statistical methodology (with nine tables). (Contains 5 figures, 2 tables, and 166 references.) (SLD)

ED 417 265   UD 032 213

Barnett, W. Steven, Ed.; Boocock, Sarane Spence, Ed.
Early Care and Education for Children in Poverty: Promises, Programs, and Long-Term Results. SUNY Series, Youth, Special Services, Schooling, and Public Policy and SUNY Series, Early Childhood Education.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos,

Prevention; *Grade 9; *High School Students; High Schools; Principals; Program Evaluation; Public Schools; *School Restructuring; Tables (Data); Teacher Attitudes; *Teachers; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area A of the Detroit schools. Six principals completed a survey, and 83% believed that the program boosted student achievement. Teachers (n=58) generally thought (77%) that the program raised student achievement. Seven ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and both groups of administrators identified areas in which improvements could be made and recommended its continuation. Recommendations included: the fostering of a school-within-a-school environment; continuing block scheduling; continuing to create clusters of students; and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

ED 417 247 UD 032 188

Syropoulos, Mike
Evaluation of the 1996-97 Ninth Grade Restructuring Program. Area B.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Testing.
PUB DATE- 97
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout Prevention; *Grade 9; *High School Students; High Schools; Principals; Program Evaluation; Public Schools; *School Restructuring; Tables (Data); Teacher Attitudes; *Teachers; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area B of

CA.; Rutgers, The State Univ., New Brunswick, NJ.
PUB DATE- 98
NOTE- 341p.; Papers presented at the Annual Rutgers Invitational Symposium on Education (9th, New Brunswick, NJ).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Development; Disadvantaged Youth; *Early Childhood Education; Early Parenthood; *Educational Policy; Equal Education; Low Income Groups; Models; Policy Formation; *Poverty; *Preschool Children; Program Descriptions; *Program Effectiveness; Tables (Data); Urban Schools; *Urban Youth

A major objective of this collection is to involve researchers in a wide range of disciplines who share an interest in the long-term effects of early childhood education on poor children and their families. The book begins with a series of reviews that provide general overviews of research on the long-term effects of early childhood education. The focus shifts from research reviews to assessments of specific interventions or programs. The last three chapters discuss the formation and implementation of policy regarding early childhood education. The following papers are included: (1) "Long-Term Effects of Cognitive Development and School Success" (W. S. Barnett); (2) "Long-Term Outcomes in Other Nations" (S. S. Boocock and M. Larner); (3) "Preschool Program Quality in Programs for Children in Poverty" (E. C. Frede); (4) "Regenerating Two-Generation Programs" (R. G. St. Pierre, J. I. Layzer, and H. V. Barnes); (5) "The Effects of Welfare Reform on Teenage Parents and Their Children" (J. L. Aber, J. Brooks-Gunn, and R. Maynard); (6) "Early Childhood Programs and Success in School: The Abecedarian Study" (F. A. Campbell, R. Helms, J. J. Sparling, and C. T. Ramey); (7) "How Preschool Education Influences Long-Term Cognitive Development and School Success: A Causal Model" (W. S. Barnett, J. W. Young, and L. J. Schweinhart); (8) "Economic and Social Disadvantages of Young Children: Alternative Policy Responses" (D. J. Hernandez); (9) "Equity-Efficiency Tradeoffs and Government Policy in the United States, the Netherlands, and Sweden" (S. S. Gustafsson and F. P. Stafford); and (10) "Culture Clash: Translating Research Findings into Public Policy" (A. Zervigon-Hakes). Each chapter's references are listed in the "References" section, which contains multiple references. (Contains 28 tables and 11 figures.) (SLD) the Detroit schools. Two principals completed a survey, and both believed that the program boosted student achievement. Teachers (n=38) generally thought that the program raised student achievement. Four ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and both groups of administrators identified areas in which improvements could be made and recommended its continuation. Recommendations included: the fostering of a school-within-a-school environment; continuing block scheduling; continuing to create clusters of students; and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

ED 417 248   UD 032 189

Steward, Robbie J.; Jo, Hanik
Does Spirituality Influence Academic Achievement and Psychological Adjustment of African American Urban Adolescents?
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); *Adolescents; Affective Behavior; Attitudes; Beliefs; *Blacks; Coping; High School Freshmen; High Schools; *Religion; Social Support Groups; Urban Youth; *Values
IDENTIFIERS- African Americans; *Spirituality

In a study of 121 African-American urban adolescents, the use of spiritual support as a means of coping was found to be significantly related to psychological well-being and adjustment. The participants were high school freshmen in a midwestern city in an area where the student attrition rate had ranged from 55 to 65% over a 5-year period. Participants completed the Affects Balance Scale (Derogatix, 1975), a self-report mood scale, and the Adolescent Coping Orientation for Problem Experiences (Patterson and McCubbin, 1981). The practice of religious principles and spirituality appear to be an effective means of coping to maintain psychological well-being in this group. Those who reported themselves to be most spiritual were also the most well-adjusted, with the highest academic performance. They were also the most likely to use family and social support networks in coping. (Contains 2 tables and 10 references.) (SLD)

ED 417 249   UD 032 190

Steward, Robbie J.; Jo, Hanik; Murray, Darrick A.; Tovar, Maria A.; Johnson, Mykel L.
How Do GPA, Psychological Adjustment and Coping Styles Contribute to the Reported Use of Substance as a Means of Coping with Stress?
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Behavior Patterns; *Blacks; *Coping; *Grade Point Average; High School

Students; High Schools; Stress Management; *Substance Abuse; Urban Youth
IDENTIFIERS- African Americans

In a study of African-American (n=119) urban high school students, coping with life stressors was positively and negatively associated with the use of substances. This study focused on how grade point average (GPA), psychological adjustment, and coping styles contribute to the reported use of substances as a way of dealing with stress. The results reveal that African-American adolescents who engage in demanding activities tend not to use substances as a way of coping with day-to-day problems. In contrast, adolescents who engage in diversion, ventilating, and avoiding behaviors as coping mechanisms tend to abuse substances. (Contains 3 tables and 13 references.) (Author/SLD)

ED 417 250 UD 032 191

Riddle, Bob
Breaking the Silence: Addressing Gay Issues in Independent Schools. A Resource Manual. Revised and Updated Edition.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Attitude Change; Curriculum Development; *Educational Policy; Elementary Secondary Education; Homophobia; *Homosexuality; Needs Assessment; *Private Schools; *Resources; Role Models; *Student Attitudes; Teaching Methods
IDENTIFIERS- Homosexual Teachers

Researchers have found that gay and lesbian adolescents are at greater risk of isolation, rejection, harassment, violence, and suicide. In a similar way, lesbian and gay teachers face challenges unknown to their heterosexual colleagues. This resource guide is an attempt to outline some of the areas in which independent schools can address issues involved in making their schools more supportive for everyone. Areas in which schools can make changes that are discussed are: (1) policies; (2) workshops; (3) library holdings; (4) support services; (5) curricula; (6) extracurricular activities; and (7) role models. A discussion of each of these topics explores exactly how schools can implement changes, and this discussion is followed by a list of resources for schools. Not every school will be able to make changes in all these areas, but every school can make changes in some of the areas. Before looking at a specific action a school might take, it is important to get a sense of the prevailing attitudes in the school and to look at what has already been accomplished. A checklist and scale for assessing attitudes in the school are presented, followed by the discussions of areas for change. (Contains 49 references.) (SLD)

ED 417 251 UD 032 192

Freeman, Maria A.; Karr-Kidwell, P. J.
A Descriptive Study: Parental Opinion and Teacher-Student Perceptions Regarding Parents' Involvement in Their Children's Education and Development.
PUB DATE- 98
NOTE- 55p.

Abate, Marie A.

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Abdal-Haqq, Ismat, Comp.

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(132) Reference Materials - Directories/Catalogs

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(072) Book/Product Reviews

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(134) Reference Materials - Vocabularies/Classifications

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(140) Reports - General

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Early Intervention Services for Children Birth through Age 2 Enacted by P.L. 105-17 (IDEA 97). The Arc Q & A.
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(020) Collected Works - General

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Literature Circles.	24p.	L1	ED 416 503
Making the Leap to Hyperspace in Distributed Learning.	57p.	L1	ED 416 724

AA - ERIC Processing and Reference Facility

AA001294	ED416303

CE - Adult, Career, and Vocational Education

CE075168	ED416304
CE075171	ED416305
CE075173	ED416306
CE075180	ED416307
CE075183	ED416308
CE075187	ED416309
CE075191	ED416310
CE075446	ED416311
CE075452	ED416312
CE075485	ED416313
CE075643	ED416314
CE075644	ED416315
CE075659	ED416316
CE075661	ED416317
CE075663	ED416318
CE075665	ED416319
CE075669	ED416320
CE075683	ED416321
CE075685	ED416322
CE075690	ED416323
CE075691	ED416324
CE075692	ED416325
CE075699	ED416326
CE075702	ED416327
CE075708	ED416328
CE075715	ED416329
CE075717	ED416330
CE075724	ED416331
CE075727	ED416332
CE075732	ED416333
CE075733	ED416334
CE075734	ED416335
CE075735	ED416336
CE075757	ED416337
CE075758	ED416338
CE075759	ED416339
CE075760	ED416340
CE075761	ED416341
CE075762	ED416342
CE075763	ED416343
CE075764	ED416344
CE075765	ED416345
CE075766	ED416346
CE075767	ED416347
CE075768	ED416348
CE075769	ED416349
CE075770	ED416350
CE075771	ED416351
CE075772	ED416352
CE075773	ED416353
CE075774	ED416354
CE075775	ED416355
CE075776	ED416356
CE075777	ED416357
CE075778	ED416358
CE075779	ED416359
CE075780	ED416360

SE - Science, Mathematics, and Environmental Education (continue)

SE061215	ED417085
SE061216	ED417086
SE061220	ED417087
SE061223	ED417088
SE061224	ED417089

SO - Social Studies/Social Science Education

SO026697	ED417090//
SO027131	ED417091
SO027288	ED417092
SO027427	ED417093
SO027919	ED417094
SO027930	ED417095
SO028117	ED417096
SO028125	ED417097
SO028129	ED417098//
SO028133	ED417099
SO028331	ED417100
SO028336	ED417101
SO028371	ED417102
SO028372	ED417103
SO028373	ED417104
SO028374	ED417105
SO028383	ED417106
SO028385	ED417107//
SO028527	ED417108//
SO028530	ED417109//
SO028535	ED417110//
SO028536	ED417111//
SO028539	ED417112
SO028541	ED417113
SO028543	ED417114
SO028544	ED417115
SO028553	ED417116
SO028566	ED417117
SO028567	ED417118
SO028574	ED417119
SO028603	ED417120
SO028604	ED417121
SO028605	ED417122
SO029303	ED417123
SO029304	ED417124
SO029305	ED417125
SO029311	ED417126
SO029322	ED417127

SP - Teaching and Teaching Education

SP037708	ED417128//
SP037729	ED417129//
SP037731	ED417130//
SP037736	ED417131//
SP037739	ED417132//
SP037776	ED417133//
SP037777	ED417134
SP037778	ED417135
SP037780	ED417136
SP037781	ED417137
SP037782	ED417138
SP037783	ED417139
SP037784	ED417140

CE075781	ED416361
CE075782	ED416362
CE075783	ED416363
CE075784	ED416364
CE075785	ED416365
CE075786	ED416366
CE075787	ED416367
CE075810	ED416368
CE075815	ED416369
CE075833	ED416370
CE075839	ED416371
CE075840	ED416372
CE075843	ED416373
CE075844	ED416374
CE075845	ED416375
CE075846	ED416376
CE075847	ED416377
CE075848	ED416378
CE075849	ED416379
CE075850	ED416380
CE075851	ED416381
CE075852	ED416382
CE075853	ED416383
CE075856	ED416384
CE075858	ED416385
CE075859	ED416386
CE075860	ED416387
CE075863	ED416388
CE075864	ED416389
CE075865	ED416390
CE075866	ED416391
CE075867	ED416392
CE075868	ED416393
CE075869	ED416394
CE075870	ED416395
CE075871	ED416396
CE075880	ED416397
CE075881	ED416398
CE075883	ED416399
CE075884	ED416400
CE075887	ED416401
CE075888	ED416402
CE075889	ED416403
CE075890	ED416404
CE075893	ED416405
CE075894	ED416406
CE075895	ED416407
CE075938	ED416408
CE075939	ED416409
CE075940	ED416410
CE075943	ED416411//
CE075944	ED416412//
CE075945	ED416413
CE075946	ED416414
CE075948	ED416415
CE075950	ED416416
CE075952	ED416417
CE075955	ED416418
CE075973	ED416419
CE075982	ED416420
CE075983	ED416421
CE075984	ED416422
CE075985	ED416423
CE075986	ED416424

SP037785	ED417141
SP037786	ED417142
SP037787	ED417143
SP037788	ED417144
SP037789	ED417145
SP037790	ED417146
SP037791	ED417147
SP037792	ED417148
SP037793	ED417149
SP037794	ED417150
SP037795	ED417151
SP037797	ED417152
SP037798	ED417153
SP037799	ED417154
SP037800	ED417155
SP037801	ED417156
SP037802	ED417157
SP037803	ED417158
SP037804	ED417159
SP037806	ED417160
SP037807	ED417161//
SP037808	ED417162
SP037809	ED417163
SP037810	ED417164
SP037811	ED417165
SP037812	ED417166
SP037813	ED417167
SP037814	ED417168
SP037815	ED417169
SP037816	ED417170
SP037817	ED417171
SP037818	ED417172
SP037819	ED417173
SP037820	ED417174
SP037821	ED417175
SP037823	ED417176
SP037824	ED417177
SP037825	ED417178
SP037826	ED417179
SP037827	ED417180
SP037828	ED417181
SP037829	ED417182
SP037830	ED417183
SP037831	ED417184
SP037832	ED417185
SP037833	ED417186
SP037835	ED417187
SP037836	ED417188
SP037837	ED417189
SP037839	ED417190//
SP037840	ED417191
SP037841	ED417192

TM - Assessment and Evaluation

TM027740	ED417193
TM028135	ED417194
TM028136	ED417195
TM028137	ED417196
TM028138	ED417197
TM028139	ED417198
TM028140	ED417199
TM028141	ED417200
TM028142	ED417201

CE075987	ED416425

CG - Counseling and Student Services

CG027689	ED416426
CG028311	ED416427
CG028313	ED416428
CG028314	ED416429
CG028341	ED416430
CG028342	ED416431
CG028343	ED416432
CG028344	ED416433
CG028345	ED416434
CG028529	ED416435

CS - Reading, English, and Communication

CS012988	ED416436
CS012990	ED416437
CS012991	ED416438
CS012992	ED416439
CS012993	ED416440
CS012996	ED416441
CS013000	ED416442
CS013032	ED416443
CS013033	ED416444
CS013042	ED416445
CS013043	ED416446
CS013045	ED416447
CS013046	ED416448
CS013047	ED416449
CS013048	ED416450
CS013056	ED416451//
CS013057	ED416452
CS013058	ED416453
CS013059	ED416454//
CS013060	ED416455//
CS013066	ED416456//
CS013067	ED416457
CS013068	ED416458
CS013069	ED416459
CS013070	ED416460//
CS013071	ED416461//
CS013078	ED416462
CS013082	ED416463//
CS013083	ED416464
CS013084	ED416465
CS013085	ED416466
CS013086	ED416467
CS013090	ED416468
CS013096	ED416469
CS013098	ED416470
CS216122	ED416471
CS216141	ED416472
CS216162	ED416473
CS216163	ED416474
CS216174	ED416475
CS216179	ED416476
CS216180	ED416477//
CS216183	ED416478//
CS216184	ED416479
CS216185	ED416480
CS216186	ED416481
CS216187	ED416482

TM028143	ED417202
TM028144	ED417203
TM028145	ED417204
TM028146	ED417205
TM028147	ED417206
TM028148	ED417207
TM028149	ED417208
TM028150	ED417209
TM028151	ED417210
TM028152	ED417211
TM028153	ED417212
TM028154	ED417213
TM028155	ED417214
TM028158	ED417215
TM028159	ED417216
TM028161	ED417217
TM028162	ED417218
TM028164	ED417219
TM028177	ED417220
TM028179	ED417221//
TM028180	ED417222
TM028181	ED417223
TM028182	ED417224
TM028183	ED417225
TM028184	ED417226
TM028185	ED417227
TM028186	ED417228//
TM028187	ED417229
TM028188	ED417230
TM032178	ED417231

UD - Urban Education

UD032170	ED417232
UD032171	ED417233
UD032172	ED417234
UD032173	ED417235
UD032174	ED417236
UD032175	ED417237
UD032176	ED417238
UD032178	ED417239
UD032180	ED417240
UD032181	ED417241
UD032182	ED417242
UD032183	ED417243
UD032185	ED417244
UD032186	ED417245
UD032187	ED417246
UD032188	ED417247
UD032189	ED417248
UD032190	ED417249
UD032191	ED417250
UD032192	ED417251
UD032193	ED417252
UD032194	ED417253
UD032199	ED417254
UD032200	ED417255
UD032201	ED417256
UD032202	ED417257
UD032203	ED417258
UD032204	ED417259
UD032207	ED417260//
UD032208	ED417261//
UD032209	ED417262//

CS216188	ED416483//
CS216189	ED416484
CS216190	ED416485//
CS216191	ED416486//
CS216192	ED416487//
CS216193	ED416488
CS216196	ED416489
CS216197	ED416490//
CS216198	ED416491//
CS216199	ED416492//
CS216200	ED416493
CS216201	ED416494
CS216203	ED416495
CS216205	ED416496//
CS216206	ED416497//
CS216214	ED416498
CS216221	ED416499//
CS216223	ED416500//
CS216224	ED416501
CS216226	ED416502
CS216227	ED416503
CS216228	ED416504
CS509639	ED416505
CS509647	ED416506//
CS509648	ED416507//
CS509696	ED416508
CS509697	ED416509
CS509698	ED416510
CS509699	ED416511
CS509700	ED416512
CS509704	ED416513
CS509705	ED416514
CS509708	ED416515
CS509709	ED416516
CS509712	ED416517
CS509713	ED416518
CS509714	ED416519
CS509715	ED416520
CS509716	ED416521
CS509717	ED416522
CS509718	ED416523
CS509719	ED416524
CS509720	ED416525
CS509721	ED416526
CS509723	ED416527
CS509724	ED416528
CS509725	ED416529
CS509726	ED416530
CS509727	ED416531
CS509728	ED416532
CS509729	ED416533
CS509730	ED416534
CS509731	ED416535
CS509732	ED416536
CS509733	ED416537
CS509734	ED416538
CS509735	ED416539
CS509736	ED416540
CS509737	ED416541
CS509738	ED416542
CS509740	ED416543
CS509741	ED416544
CS509742	ED416545
CS509743	ED416546

UD032211 ED417263//
UD032212 ED417264//
UD032213 ED417265//

CS509746	ED416547
CS509747	ED416548
CS509748	ED416549
CS509749	ED416550
CS509750	ED416551
CS509751	ED416552
CS509752	ED416553
CS509753	ED416554
CS509754	ED416555
CS509755	ED416556
CS509756	ED416557
CS509761	ED416558
CS509762	ED416559
CS509767	ED416560
CS509768	ED416561

EA - Educational Management

EA028835	ED416562
EA028848	ED416563//
EA028871	ED416564//
EA028872	ED416565//
EA028874	ED416566
EA028875	ED416567
EA028880	ED416568//
EA028881	ED416569//
EA028885	ED416570
EA028886	ED416571//
EA028888	ED416572
EA028893	ED416573//
EA028894	ED416574
EA028895	ED416575//
EA028896	ED416576//
EA028898	ED416577
EA028902	ED416578
EA028903	ED416579
EA028904	ED416580
EA028908	ED416581
EA028909	ED416582
EA028910	ED416583
EA028911	ED416584
EA028912	ED416585//
EA028913	ED416586
EA028914	ED416587//
EA028919	ED416588
EA028920	ED416589
EA028960	ED416590
EA029152	ED416591

EC - Disabilities and Gifted Education

EC306140	ED416592//
EC306141	ED416593//
EC306142	ED416594//
EC306143	ED416595//
EC306144	ED416596//
EC306145	ED416597//
EC306146	ED416598//
EC306147	ED416599//
EC306148	ED416600//
EC306149	ED416601//
EC306150	ED416602//
EC306151	ED416603//
EC306152	ED416604//

EC306153	ED416605
EC306154	ED416606//
EC306155	ED416607
EC306156	ED416608//
EC306157	ED416609//
EC306160	ED416610
EC306161	ED416611
EC306162	ED416612
EC306163	ED416613
EC306164	ED416614//
EC306165	ED416615
EC306166	ED416616
EC306168	ED416617
EC306169	ED416618
EC306170	ED416619
EC306171	ED416620
EC306172	ED416621
EC306173	ED416622//
EC306174	ED416623
EC306175	ED416624
EC306176	ED416625
EC306177	ED416626
EC306178	ED416627
EC306179	ED416628
EC306180	ED416629
EC306181	ED416630
EC306182	ED416631
EC306183	ED416632
EC306184	ED416633
EC306187	ED416634
EC306190	ED416635
EC306192	ED416636
EC306193	ED416637
EC306195	ED416638
EC306197	ED416639
EC306199	ED416640//
EC306200	ED416641
EC306201	ED416642
EC306202	ED416643
EC306203	ED416644
EC306204	ED416645
EC306205	ED416646//
EC306206	ED416647
EC306207	ED416648
EC306208	ED416649
EC306209	ED416650
EC306210	ED416651
EC306211	ED416652
EC306212	ED416653
EC306226	ED416654
EC306227	ED416655
EC306228	ED416656
EC306229	ED416657
EC306230	ED416658
EC306232	ED416659
EC306233	ED416660
EC306234	ED416661
EC306235	ED416662
EC306236	ED416663
EC306275	ED416664

EF - Eric Facility

EF005005	ED416665

EF005023	ED416666
EF005046	ED416667

FL - Language and Linguistics

FL021801	ED416668
FL024077	ED416669
FL024623	ED416670
FL024784	ED416671
FL024860	ED416672
FL024971	ED416673
FL025063	ED416674
FL025069	ED416675//
FL025070	ED416676//
FL025072	ED416677
FL025073	ED416678
FL025074	ED416679
FL025075	ED416680
FL025077	ED416681
FL025078	ED416682//
FL025079	ED416683//
FL025080	ED416684
FL025081	ED416685
FL025082	ED416686
FL025083	ED416687//
FL025084	ED416688
FL025094	ED416689
FL025095	ED416690
FL025096	ED416691
FL025097	ED416692
FL025098	ED416693
FL025099	ED416694
FL025100	ED416695
FL025101	ED416696
FL025102	ED416697
FL025103	ED416698
FL025104	ED416699
FL025105	ED416700
FL025107	ED416701
FL025200	ED416702
FL025201	ED416703
FL025202	ED416704
FL025203	ED416705
FL025204	ED416706
FL025205	ED416707
FL025206	ED416708
FL025207	ED416709
FL025208	ED416710
FL025209	ED416711
FL025210	ED416712
FL025211	ED416713
FL025212	ED416714
FL025213	ED416715
FL025214	ED416716
FL025215	ED416717
FL025216	ED416718
FL801211	ED416719
FL801212	ED416720
FL801213	ED416721
FL801214	ED416722
FL801215	ED416723

HE - Higher Education

HE030770	ED416724
HE030771	ED416725
HE030772	ED416726
HE030773	ED416727
HE030774	ED416728
HE030775	ED416729
HE030776	ED416730
HE030777	ED416731
HE030778	ED416732
HE030779	ED416733
HE030780	ED416734
HE030781	ED416735
HE030782	ED416736//
HE030783	ED416737
HE030784	ED416738
HE030785	ED416739
HE030786	ED416740
HE030787	ED416741
HE030788	ED416742
HE030789	ED416743
HE030790	ED416744
HE030800	ED416745
HE030812	ED416746
HE030940	ED416747
HE030941	ED416748//
HE030942	ED416749//
HE030943	ED416750
HE030944	ED416751
HE030980	ED416752
HE030981	ED416753
HE031000	ED416754
HE031001	ED416755
HE031002	ED416756
HE031003	ED416757
HE031004	ED416758
HE031005	ED416759
HE031006	ED416760//
HE031007	ED416761//
HE031008	ED416762
HE031009	ED416763
HE031010	ED416764
HE031011	ED416765
HE031012	ED416766
HE031013	ED416767
HE031014	ED416768
HE031015	ED416769
HE031016	ED416770
HE031017	ED416771
HE031018	ED416772
HE031019	ED416773
HE031020	ED416774
HE031021	ED416775
HE031022	ED416776
HE031023	ED416777//
HE031024	ED416778
HE031025	ED416779
HE031026	ED416780
HE031027	ED416781
HE031028	ED416782
HE031029	ED416783
HE031033	ED416784
HE031034	ED416785
HE031035	ED416786
HE031036	ED416787

HE031037	ED416788
HE031038	ED416789
HE031039	ED416790
HE031040	ED416791
HE031041	ED416792
HE031042	ED416793
HE031043	ED416794
HE031044	ED416795
HE031060	ED416796
HE031061	ED416797
HE031062	ED416798
HE031063	ED416799
HE031064	ED416800
HE031065	ED416801
HE031066	ED416802//
HE031067	ED416803
HE031068	ED416804
HE031069	ED416805
HE031070	ED416806
HE031071	ED416807
HE031072	ED416808
HE031073	ED416809
HE031074	ED416810//
HE031075	ED416811
HE031077	ED416812
HE031078	ED416813//
HE031079	ED416814//
HE031080	ED416815
HE031081	ED416816
HE031082	ED416817

IR - Information and Technology

IR018709	ED416818
IR018710	ED416819
IR018715	ED416820
IR018716	ED416821
IR018717	ED416822
IR018718	ED416823
IR018719	ED416824
IR018720	ED416825
IR018721	ED416826
IR018722	ED416827
IR018724	ED416828//
IR018726	ED416829
IR018727	ED416830
IR018728	ED416831
IR018729	ED416832
IR018730	ED416833
IR018731	ED416834
IR018732	ED416835
IR018733	ED416836
IR018734	ED416837
IR018735	ED416838
IR018736	ED416839
IR018738	ED416840
IR018739	ED416841
IR018740	ED416842
IR018741	ED416843
IR018742	ED416844
IR018743	ED416845
IR018744	ED416846
IR018746	ED416847
IR018749	ED416848

IR018750	ED416849
IR018751	ED416850//
IR018752	ED416851//
IR018753	ED416852//
IR018754	ED416853//
IR018755	ED416854
IR018757	ED416855
IR018758	ED416856
IR018759	ED416857
IR056815	ED416858//
IR056826	ED416859//
IR056839	ED416860
IR056840	ED416861
IR056887	ED416862
IR056888	ED416863
IR056889	ED416864
IR056890	ED416865
IR056891	ED416866
IR056892	ED416867
IR056893	ED416868
IR056894	ED416869
IR056895	ED416870
IR056896	ED416871
IR056897	ED416872
IR056898	ED416873
IR056899	ED416874
IR056900	ED416875
IR056901	ED416876
IR056902	ED416877
IR056903	ED416878
IR056904	ED416879
IR056905	ED416880
IR056906	ED416881
IR056907	ED416882
IR056908	ED416883
IR056909	ED416884
IR056910	ED416885
IR056911	ED416886
IR056912	ED416887
IR056913	ED416888
IR056914	ED416889
IR056915	ED416890
IR056916	ED416891
IR056920	ED416892
IR056921	ED416893
IR056922	ED416894
IR056923	ED416895
IR056924	ED416896
IR056925	ED416897
IR056927	ED416898
IR056928	ED416899
IR056929	ED416900
IR056930	ED416901
IR056931	ED416902
IR056932	ED416903//
IR056933	ED416904
IR056934	ED416905//
IR056942	ED416906
IR056943	ED416907
IR056944	ED416908

JC - Community Colleges

JC980091	ED416909

JC980097	ED416910
JC980111	ED416911
JC980112	ED416912
JC980113	ED416913
JC980114	ED416914
JC980115	ED416915
JC980116	ED416916
JC980117	ED416917
JC980118	ED416918
JC980119	ED416919
JC980122	ED416920
JC980123	ED416921
JC980124	ED416922
JC980125	ED416923
JC980126	ED416924
JC980127	ED416925
JC980128	ED416926
JC980129	ED416927
JC980130	ED416928
JC980131	ED416929
JC980132	ED416930
JC980133	ED416931
JC980135	ED416932
JC980136	ED416933
JC980137	ED416934
JC980138	ED416935
JC980139	ED416936
JC980140	ED416937
JC980141	ED416938
JC980143	ED416939
JC980144	ED416940
JC980145	ED416941
JC980146	ED416942
JC980147	ED416943
JC980148	ED416944
JC980149	ED416945
JC980150	ED416946
JC980152	ED416947

PS - Elementary and Early Childhood Education

PS025249	ED416948//
PS025333	ED416949
PS025553	ED416950
PS025655	ED416951//
PS025818	ED416952
PS025840	ED416953
PS025893	ED416954
PS025924	ED416955
PS026039	ED416956
PS026041	ED416957
PS026191	ED416958
PS026192	ED416959
PS026193	ED416960
PS026194	ED416961
PS026195	ED416962
PS026196	ED416963
PS026197	ED416964
PS026198	ED416965
PS026199	ED416966
PS026200	ED416967
PS026201	ED416968
PS026213	ED416969
PS026214	ED416970

PS026218	ED416971
PS026227	ED416972
PS026228	ED416973
PS026242	ED416974//
PS026243	ED416975
PS026244	ED416976//
PS026245	ED416977
PS026249	ED416978
PS026250	ED416979
PS026251	ED416980
PS026252	ED416981
PS026254	ED416982
PS026255	ED416983
PS026256	ED416984
PS026257	ED416985
PS026258	ED416986
PS026259	ED416987
PS026260	ED416988
PS026261	ED416989
PS026267	ED416990
PS026268	ED416991
PS026269	ED416992
PS026271	ED416993
PS026275	ED416994
PS026276	ED416995
PS026280	ED416996
PS026283	ED416997
PS026288	ED416998
PS026289	ED416999
PS026291	ED417000
PS026297	ED417001
PS026298	ED417002
PS026299	ED417003
PS026302	ED417004
PS026303	ED417005
PS026304	ED417006
PS026305	ED417007
PS026306	ED417008
PS026307	ED417009
PS026308	ED417010
PS026311	ED417011
PS026314	ED417012
PS026315	ED417013
PS026317	ED417014
PS026318	ED417015
PS026319	ED417016
PS026322	ED417017
PS026326	ED417018
PS026327	ED417019
PS026328	ED417020//
PS026329	ED417021
PS026330	ED417022
PS026333	ED417023
PS026334	ED417024
PS026335	ED417025
PS026336	ED417026//
PS026337	ED417027
PS026338	ED417028
PS026345	ED417029
PS026346	ED417030
PS026347	ED417031
PS026348	ED417032
PS026349	ED417033
PS026350	ED417034

PS026352	ED417035//
PS026365	ED417036
PS026370	ED417037//
PS026371	ED417038
PS026391	ED417039
PS026410	ED417040

RC - Rural Education and Small Schools

RC021372	ED417041//
RC021395	ED417042
RC021396	ED417043
RC021397	ED417044
RC021398	ED417045
RC021399	ED417046
RC021400	ED417047
RC021401	ED417048
RC021402	ED417049
RC021403	ED417050
RC021404	ED417051
RC021405	ED417052
RC021406	ED417053
RC021407	ED417054
RC021408	ED417055
RC021409	ED417056
RC021414	ED417057
RC021415	ED417058
RC021416	ED417059
RC021418	ED417060
RC021421	ED417061//
RC021427	ED417062//

SE - Science, Mathematics, and Environmental Education

SE060718	ED417063
SE061114	ED417064
SE061126	ED417065
SE061127	ED417066
SE061128	ED417067
SE061129	ED417068
SE061130	ED417069
SE061131	ED417070
SE061132	ED417071
SE061133	ED417072
SE061134	ED417073
SE061186	ED417074
SE061187	ED417075
SE061194	ED417076
SE061195	ED417077
SE061196	ED417078
SE061197	ED417079
SE061198	ED417080
SE061199	ED417081
SE061202	ED417082
SE061207	ED417083
SE061208	ED417084